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ABSTRACT

This report on the Montessori-designed bilingual/bicultural preschool education program of the Compton (California) School District begins with a statement of need. It includes information on project arrangements, organization, and proposed preschool curriculum. It presents plans for inservice staff development and parent participation, involvement, and education. The report also presents evaluation and audit plans, day care activities, a calendar of holidays, and the requested budget. The appendixes, almost half the report, include information on job descriptions, salary schedules, personnel policies, and curriculum areas. (SK)

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COMPTON UNIFIED SCHOOL DISTRICT
604 South Tamarind Avenue
Compton, California 90220

BILINGUAL/BICULTURAL PRESCHOOL EDUCATION PROGRAM

MONTESSORI DESIGN

1972-73

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COMPTON UNIFIED SCHOOL DISTRICT

BILINGUAL/BICULTURAL PRESCHOOL EDUCATION PROGRAM

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This preschool treatment will offer services to children in homelike facilities. Parents will be trained in teacher roles to serve as models for a homestart program. All services such as food, medical care, and transportation will be used as standards of human dignity for total parent and student behavior modification for social survival in an urban community. All treatment will be directed to a positive self-identity, ultimately leading toward a state and national model preschool program.

COMPTON UNIFIED SCHOOL DISTRICT

The following is a reprint from:

California Legislature
1965 Regular (General) Session

Assembly Daily Journal
Assembly Chamber
Tuesday, April 20, 1965
Page 2279

By Assemblyman Foran:

House Resolution No. 359
Relative to Montessori approaches to education

WHEREAS, The importance of preschool education has recently gained widespread and compelling consensus; and

WHEREAS, Patterns of preschool education will fundamentally influence future patterns of American education; and

WHEREAS, In particular, Montessori approaches to education, having achieved remarkable results with children whether retarded, slum-afflicted, or "normal" in several parts of the world including recently in the United States, promise important academic, emotional, and economic advantages for our children and society; and

WHEREAS, A number of investigators regard Montessori education as the "model" for preschools, especially for educationally disadvantaged children needing compensatory education; and now, therefore, be it

RESOLVED BY THE ASSEMBLY OF THE STATE OF CALIFORNIA, That it be the express intent of the State of California that Montessori approaches to education be duly evaluated as relates to the public interest and the needs of all our children; and be it

RESOLVED, That the "model" Montessori, as well as more traditional classes, be established in the public schools to demonstrate comparatively their respective benefits to our children and community.

Resolution read, and referred by the Acting Speaker to the Committee on Rules.

BILINGUAL/BICULTURAL PRESCHOOL EDUCATION PROGRAM

MONTESSORI DESIGN

1972-73

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1. STATEMENT OF NEED

1. a. Residence Area of Project Participants

The Thomas Jefferson Elementary School serves an average enrollment, K-6, of 717 students, of whom over 500 are of Latin descent. The school has been an ESEA, Title I designated target area since 1966. In addition, the school is an SB28 or AB938 school designated as serving areas of high social unrest. The unique problems of a high-density Spanish surnamed and Black urban population are being attacked through the culture and language of the majority residents, as exemplified by the ESEA, Title VII Bilingual Program, which covers grades K-3. Limited funds are also available under the Los Angeles County Model Neighborhood Program now in its third action year.

It has become evident that a bilingual preschool program would be a major asset to undergirding and completing a longitudinal and comprehensive educational program.

b. Maps of Geographic Areas to be Served

(1) Please refer to Appendix A for a diagram of Compton Unified School District showing the location of Thomas Jefferson Elementary School, site of the proposed school laboratory.

(2) See Appendix B for map of Jefferson Elementary School attendance area, as indicated in red.

c. Letter from the Director of the Los Angeles County Welfare Department

See Appendix C.

2. PROJECT ARRANGEMENTS

2 a, b. Number of Children, Staff and Classes

The pattern envisioned is to use groups of five children each, under the direct supervision of an aide.* Each group will meet and work at a home-based site for three days, one-half day each, and will come together at the school laboratory in two flexible scheduled classes.

Developmental scheduling will be as follows: Children will visit the school site laboratory on an informal basis as frequently as is compatible with their interest. After repeated informal visits, an effort will be made to gradually schedule them to attend the laboratory sessions four times a week. These classes will be staffed by bilingual aides possessing children's center permits.

c, d. Identification of Sites

See Appendix D for names and addresses of sites and facilities to be used.

e. Fire Clearance Letter

To be provided if project is selected for funding.

f. Copy of Rental/Lease Agreement

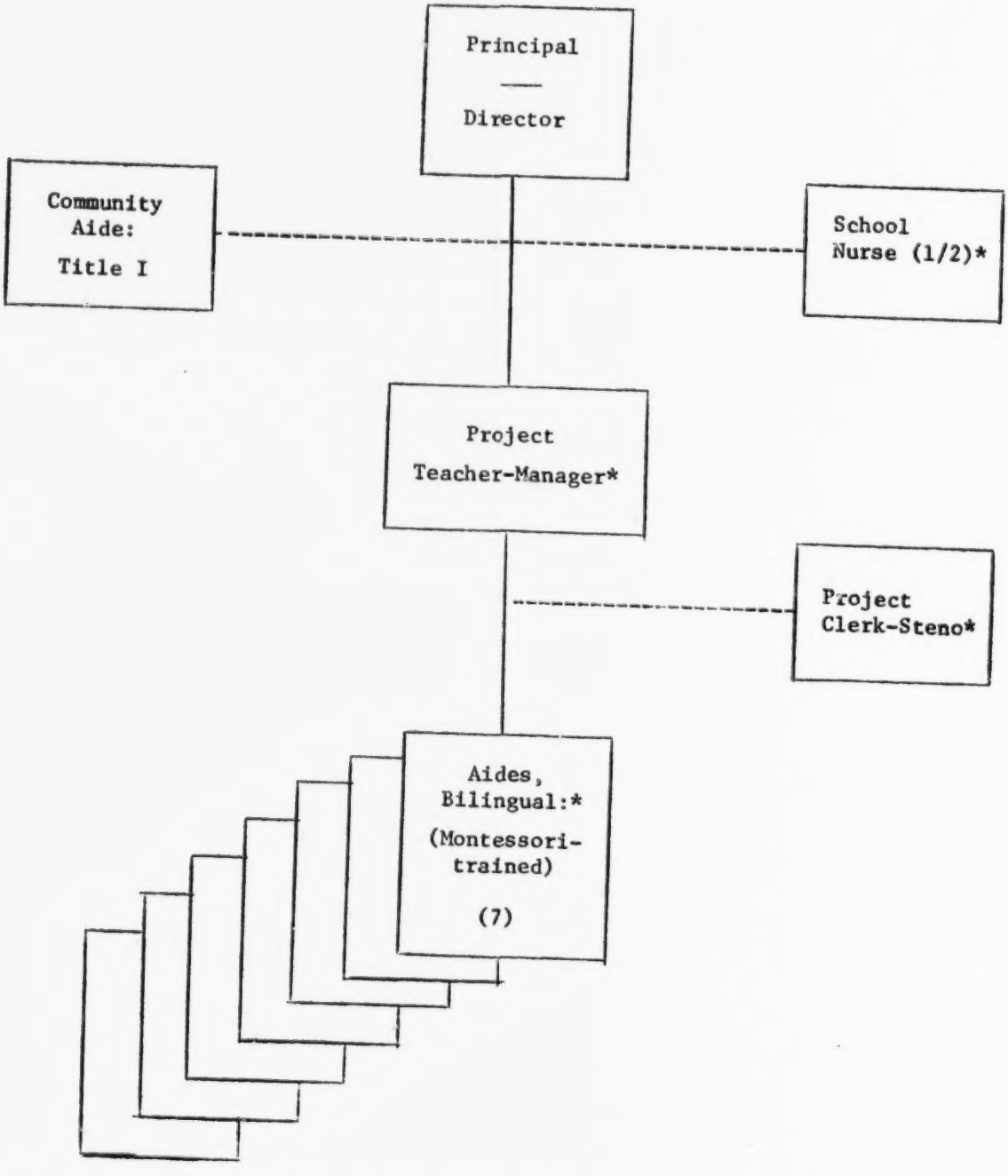
To be provided if project is selected for funding.

g. Transportation Arrangements

See Capitol Outlay.

* As noted in the program content description, the project teacher-manager and aides are to be trained at the Santa Monica Montessori Institute in Santa Monica, California, for three months' intensive training or a full year after-school program.

3. Organizational Chart



* To be paid, in full or in part, from Project funds.

3. a. Job Descriptions

See Appendix E for job descriptions on the following positions:

(1) Bilingual Early Childhood Education Teacher
(2) Instructional Aide (Bilingual)
(3) School Nurse
(4) Clerk-Steno

b. Salary Schedules

See Appendix F for following salary schedules:

(1) Teachers Salary Schedule
(2) Classified Personnel Salary Schedule

c. Personnel Policies

See Appendix G.

d. Plan to Locate Qualified Welfare Recipients

Qualified welfare recipients will be solicited for training and employment by the following means:

(1) Public announcement in newspaper
(2) Notice of job vacancies sent to the following agencies:

    (a) Department of Human Resources
    (b) Department of Public Social Services
    (c) Local civic groups
    (d) Compton Community College

Applicants will be given open competitive examinations and oral interviews.

Title VI guidelines will be adhered to. Inservice training for positions will be given through Compton Community College.

TITLE VI COMPLIANCE

The applicant will comply with Title VI of the Civil Rights Act of 1964 (P. L. 88-052) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant received Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application.)

4. PROPOSED PRESCHOOL CURRICULUM

4. There will be four basic curriculum areas -- Practical Life, Sensorial Instruction, Language, and Mathematics -- which are outlined in the Appendix H. In addition, an introduction to Geography, Grammar, Botany, History, and Science will be included.

a. Instructional and Behavioral Objectives

(1) Physical Development

(a) The child will develop physical coordination and muscular control, through exercises in balancing, manipulation of objects and use of tools.
(b) The child will develop small muscle control and eye-hand coordination through exercises in using a pencil and other tools as a foundation for writing.
(c) The child will develop good habits of health and nutrition, personal hygiene and safety through exercises in proper handling of food, proper use of sharp tools (i.e. scissors), street crossing, and other safety precautions.
(d) The child will develop pride in his appearance through simple grooming and dressing exercises.

(2) Perceptual Development

The child will develop his sense perception through materials and exercises in matching, size and spatial relationships, the discrimination of color, sound, texture, weight, and odors.

(3) Development of Conceptual Skills

(a) The child will develop conceptual skills through exercises and materials for understanding mathematical and physical relationships.
(b) The child will develop judgment through comparison, identification and categorization.
(c) The child will develop in understanding experiences and stories through discussion and description.
(d) The child will develop understanding and reasoning, going from the known to the unknown.
(e) The child will develop number concepts through manipulative exercises with specially selected and programmed math materials.
(f) The child will develop verbal skills by being encouraged to communicate his feelings, hopes, desires, observations, experiences and insights.
(g) The child will develop expressive communication through dramatic play, puppets, music and rhythm, story-telling, etc.
(h) The child will develop language facility through exercises in identification, description, listening, etc., using various audio and visual aides.

(i) The child will develop an understanding of grammar and syntax (standard English) enabling the child to communicate with those outside his own cultural group.

(j) The child's vacabulary will be enriched through films, tapes, and records as well as story books and discussion and practice with songs and rhymes.

(k) The child will develop an appreciation of the language or dialect of his own culture and will be encouraged to become bilingual.

(l) The child will develop an understanding of printed symbols through exercises in matching pictures and labels, as well as letters and words.

(m) The child will develop auditory descrimation with regard to pronunciation and the relationship of sounds to printed symbols.

(4) Development of Imagination

(a) The child will be encouraged to explore and to discover for himself, and to develop his curiosity and initiative by the provision of motives of activity which deeply interest him.

(b) The limiting effects of the impoverished home environment will be offset by the maintenance of a clean, ordered and beaufiful environment in the Center.

(c) The child will be exposed to a broad range of experiences, people, environments and cultures through field trips, audio-visual aides, etc.

(d) The child will develop understanding and pride in his own bicultural and bilingual heritage, e.g., the arts, history, famous people, etc.

(e) The child will develop poetic or expressive imagination through activities in the arts.

(f) The child will develop inventiveness and habits of observation through science activities.

(5) Social and Emotional Growth

(a) The child's sense of self, dignity and worth will be developed by establishing a climate of warm acceptance, encouragement, and respect in the home and school.

(b) The child's concentration and attention span will be developed through activities and materials which absorb his interest and curiosity.

(c) The children will develop habits of self-discipline, a sense of responsibility and self reliance by the provision of an orderly atmosphere, both at home and in school, scaled and structured so as not to conflict with his vital urges.

(d) The child will develop respect for and skill with various tools, materials, and equipment through science, art, and construction activites.

(e) The child will develop respect for the environment through exercises in simple cleaning and washing.

(f) The child will develop an awareness of his identity and therefore his social environment as a result of the help and encouragement he will receive at home, host parent site, and at school to discover who he is and what he is capable of accomplishing; this will therefore enable him to enter into meaningful relationships with others.

(g) The child will develop generosity and respect for others by observing the good examples of family and preschool personnel who will provide him with models of enlightened human behavior to emulate.

(h) The child will develop responsiveness to his peers by sharing and mutually caring for the materials from his own educational module at host and school sites.

(i) The child will develop courtesy through simple presentations of greetings, social etiquette, table manners, and other gestures of helpfulness and consideration provided by parents and applied in host and school sites.

(j) The child will develop a respect for authority by being included in a relationship of mutual respect with the adults in his home, at the host sites, and at school. He will be exposed to adults who are dependable, consistent in their limit-setting, responsive to his needs, patient, understanding, encouraging, and deeply concerned about him and his growth and development.

b. Arrangements for Teaching Non-English Speaking Children

The parents and children will be instructed in the "language of the home" in such a manner as to develop the language process in both Spanish and English. Lectures, oral and written communication, will be in Spanish or English, or both, depending on the needs of the particular group being serviced.

5. Inservice staff development will encompass regularly scheduled intensive training in the following areas:

a. Theory: Psychology - Discoveries of Dr. Maria Montessori - Her Life and Her Work

(1) The Potential of the Child

(a) Birth to three years - Study of the absorbent mind and sensitive periods.
(b) Three to six years - The process of development guided by the innate sensitivities of the young child.

(2) The Montessori Approach

(a) Psychological and intellectual development by means of a prepared environment. Experiences necessary for the construction of the individual.
(b) Principles of the Method as applied in practice in the four major areas of activities designed for the Montessori classroom.

b. Practical Training: Preparation of Environment and Teaching Apprenticeship

(1) Learning the Use and Aims of the Materials

(a) Demonstration of each unit of work in the four major areas.
(b) Supervised practice with these materials.

(2) Preparation of the Montessori Classroom

(a) Care of the environment - arranging equipment and units of work.
(b) Making of materials - teacher-made classroom aids.

(3) Participation in Children's Activities

(a) Observation of children at work and keeping of anecdotal records.
(b) Apprentice - teaching under guidance of master teacher.
(c) Evaluation of children's progress and teacher/student's progress.

c. Compiling of Books of Exercises: Overall Curricula of Activities and Experiences in Sequential Schemes

(1) Making supplementary albums of lesson plans for each unit of work in the following areas:

(a) Practical Life Exercises
(b) Language Exercises
(c) Sensorial Exercises
(d) Mathematical Exercises

Illustrations of each set of apparatus used in these four major areas will be included.

(2) Making additional albums in the elementals of:

(a) Geography
(b) Science
(c) Music
(d) History
(e) Geology
(f) Botany
(g) Zoology
(h) Physiology
(i) Art

d. Preschool Staff Development

COMPONENT NAME Staff Inservice DOMINANT LANGUAGE Spanish and English GRADE LEVEL Preschool

PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates Due
1. All staff members will be instructed in diagnostic techniques for placement purposes in preschool programs. 2. All staff members will apply proper prescriptive measures to professional diagnosis by certificated staff for each child. 3. All staff members will use individual profile sheets and program developed instruments. 4. All staff members will use as a standard reference for diagnostic and prescriptive purposes from the following books: a. Maria Montessori (1) Absorbent Mind (2) Dr. Montessori's Own Handbook (3) The Montessori Method (4) The Secret of Childhood (5) To Educate the Human Potential (6) The Discovery of the Child (7) Formation of Man b. R. C. Orem (1) Montessori for the Disadvantaged (2) A Montessori Handbook (3) Montessori and the Special Child	Quarterly	Project Teacher	Monthly activity report

d. Preschool Staff Development (continued)

COMPONENT NAME Staff Inservice DOMINANT LANGUAGE Spanish and English GRADE LEVEL Preschool

PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
c. Lena L. Gitter Montessori Matters d. George B. Leonard Education and Ecstasy e. E.M. Standing The Montessori Revolution in Education f. Martin Deutsh and Associates The Disadvantaged Child	Quarterly	Project Teacher	Monthly Activity Report

e. Preschool Staff Development (continued)

COMPONENT NAME Staff Inservice DOMINANT LANGUAGE Spanish and English GRADE LEVEL Preschool

PERFORMANCE OBJECTIVES (Includes name or description of instrument) Individual Development Plan	EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Other kinds of data and reports to be collected. Dates due.
In order to achieve the staff inservice products, the following will be employed: 1. Filmstrips, audiovisual materials, Course outlines, group dynamics and therapy techniques. 2. Demonstration of techniques and skills necessary to achieve the pre-school objectives,particularly those concerned with strategies for parent training. 3. The resources of Compton College will be used for intensified inservice training for both parents and staff.	Quarterly	Project Teacher	Monthly Activity Report

f. Course Outline for the Training of Bilingual/Bicultural Instructional Aides and Parents for Public School Service

Department:	Foreign Language
Units:	Two Units (2 hours per week)
Prerequisites:	ESL (English as a Second Language), Spanish (Bilingual) 6A, 6B, 6C, 6D, or special permission of the instructor
Equivalents:	None
Instructors:	Frank M. Goodman, Ph.D. Eleanor Franquez, B.A.

NOTE: Prepared by Dr. Frank M. Goodman, in participation with Federal and State Bilingual Education Consultants to develop and implement a paraprofessional inservice training program for public school service. This would meet the component for paraprofessional staff development as recommended in the United States Office of Education Guidelines for ESEA Title VII program.

(1) Course Description (2 semesters)

This course will carry forward the basic skills taught in the basic ESL - Bilingual course number 6A, 6B, 6C, and 6D for the training of Bilingual Instructional Aides.

Intensive training in bilingual methodology will be given to ensure that American-educated Spanish-speaking instructional aides will learn and use successful Hispanic pedagogic and didactical techniques when instructing in Spanish.

This course will also prepare the bilingual instructional aide to use the newly developed bilingual/bicultural curriculum materials and procedures properly and in an experimental educational nature. Montessori techniques have now been integrated into this course of study (see Appendix I).

(2) Course Objectives

(a) To develop a trained cadre of local community bilingual-bicultural instructional aides to offer a paraprofessional service to the Compton Unified School District.

(b) To develop a mastery of second-language teaching techniques.

(c) To develop bilingualism in Spanish and English.

(d) To develop an awareness and cultural sensitivity to the socio-cultures of the children in the public schools.

(e) To develop a specialized methodology for dual-language teaching.

(f) To develop language acquisition and refinement in both Spanish and English.

(g) To continue to develop humanistic measurements, inservice training and community involvement designed for Bilingual-Bicultural Education.

(3) Text and References

The following two monographs will be required texts in this course:

(a) "Mexican-American Challenge to a Sacred Cow" by Deluvina Hernandez; Monograph No. 1, UCLA, March 1970

(b) "How to Talk with People of Other Races, Ethnic Groups, and Cultures" by Smith, Hernandez, and Allen; Monograph No. 1, Trans-Ethnic Education, Communication Foundation, Los Angeles, 1971

The following references will be studied thoroughly:

(a) Adam, Felix,- Tecnicas De Educacion; Caracas, Venezuela, 1960

(b) Secretaria De Educacion Publica - Didactica De La Lectura Oral y Silenciosa; Mexico City, Mexico, 1967

(c) Mattos, Luiz A. - Compendio De Didactica General; Buenos Aires, Argentina, 1963

(d) Collin, G. - Tests Seleccion De Tests Al Servicio De La Psicologia Infantil; Buenos Aires, Argentina, 1959

(e) Goodman, Frank M. Continuation Grant Application, Compton Unified School District Bilingual Education Plan, 1969-70, 1970-71, 1971-72

(4) Description of Content

First semester, total of 38 hours:

(a) Cultural heritage of the Compton Mexican-American children (2 hours)

(b) Material for classroom instruction of the culture and heritage of the Mexican-American child (2 hours)

(c) Positive self-concepts related to language, culture and achievement (2 hours)

(d) Language development and language patterning (2 hours)

(e) Dual-language instruction (2 hours)

(f) Past, present and future development of dual-language materials at appropriate grade level (2 hours)

(g) Investigation of appropriate manipulative devices, pictures and experience materials for verbalization (2 hours)

(h) Translation techniques of English-language curriculum materials to Spanish (2 hours)

(i) The bilingual team-teaching approach (2 hours)

Second Semester, total of 38 hours:

(a) Staff preparation of classroom-developed dual-language materials for dissemination to regular school staff (2 hours)

(b) Study of formative bilingual education evaluation techniques (2 hours)

(c) Sharing of successes and problems with colleagues and administration personnel (2 hours)

(d) Exploration of new bilingual materials and techniques (2 hours)

(e) Ongoing and continuous evaluation, both formative and research design (2 hours)

(f) Study of how to conduct a parent-community seminar (2 hours)

(g) Rating scales, observational records, anecdotal records, and check-off lists (2 hours)

(h) Study of bilingual findings and their potential adaptation to public education (2 hours)

(i) Encouragement and implementation of volunteer and concerned citizen services.

(5) Methods of Instruction

This course will be taught utilizing a practical application of the learning approach. Innovative techniques such as room seating arrangements in circle groups with a discussion leader, open-ended meetings where the students will be asked to discuss any thought-provoking question related to their lives, questions that may be directed to the "nature of bilingual education", and an educational-diagnostic meeting for an evaluation of whether or not teaching procedures in the class are effective will be utilized.

Lecture and workshop techniques will also be employed in the on-going development of instruction. The student will be expected to keep a notebook of practical ideas applicable to his work assignment and to actively participate in bilingual-bicultural education.

(6) Methods of Evaluation

Criteria for student evaluation in order of importance are:

(a) Achievement on essay examinations 50%

(b) Ongoing bilingual-bicultural projects for school or community use 20%

(c) Participation in educational-diagnostic meetings (feedback loops) 20%

(d) Classroom notebook 5%

(e) Continual and measurable progress 5%

(f) Attendance and tardiness will be taken into consideration in marginal cases

(g) The instructor will also take into consideration any creative and innovative projects in bilingual/bicultural education which, in the opinion of professional educators and Hispanic civic leaders, actually have contributed to the advancement and welfare of the Spanish-speaking community. Humanistic projects which show future promise of community involvement, and positive additudinal changes, even after the class has been terminated, will be judged upon their merits and potential as alternate methods of evaluation for special recognition.

Examples of this would be:

Unpaid hours of volunteer service to the Mexican-American community in the field of parent education, under the direction of a credentialed professional educator and following the United States Office of Education Guidelines for implementing ESEA Title VII projects.

Unpaid hours of volunteer service to the Mexican-American community in the field of Early Childhood Education to those children too young to attend school or who are not already enrolled in Headstart or preschool education (San Jose concept).

If qualified as a paraprofessional or, in the opinion of the instructor, qualified to participate in data-gathering for measurement of the affective domain in the Mexican-American community, volunteer service in the research component of bilingual/bicultural education plan would be considered technical assistance.

Active volunteer participation in chartered Mexican-American organizations to develop a positive self-image for the Mexican-American resident would be recognized as relevant to the community client.

Volunteer participation in the above examples would be entirely an individual matter and would not be considered reason for non-attendance of scheduled classes or not satisfactorily passing the required mid-terms and final examinations of this course.

g. Staff Development PERT Chart: Preschool Program, School Year 1972-73, September 11, 1972 through June 15, 1973 (176 school days)

1. Selection of Bilingual Preschool Paraprofessionals. Survey of Community Resource Personnel August 1972	2. Assignment of Preschool Paraprofessionals August 1972	3. Pre-service Training September 1972
4. Paraprofessional Staffing September 1972	5. Joint Certificated and Classified Training September 1972	6. College Inservice Training Course for Paraprofessionals commences September 1972
7. Instructors Duties and Paraprofessional Duties commence September 1972	8. Pre-testing Workshops for Paraprofessionals September 1972	9. Paraprofessional pre-testing of project children September, October '72
10. Paraprofessional and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping* September 1972	11. Certificated and Paraprofessional Reality Involvement Seminar Trans-Ethnic Grouping* October 1972	12. Paraprofessional dissemination of project-developed parent, community, and "Friends" Questionnaires* October 1972
13. Post-testing Workshop for Paraprofessionals April 1973	14. Paraprofessional post-testing of project children May 1973	15. Paraprofessional, Certificated, Parent, Community, and "Friends" Reality Seminar, Trans-Ethnic Grouping, May 1973
16. Paraprofessional dissemination of project-developed Parent, Community, and "Friends" Questionnaires and Opinionnaires June 1973	17. Termination, Classified Staff June 1973	

*These seminars will be part of the Preschool Bilingual Staff Inservice Training Program coordinated with the Community College Inservice Training Course for Paraprofessionals. Trans-ethnic education will be a part of all inservice training programs leading to trans-racial communication. New communication patterns will be experimental, along with the Montessori system of teaching.

6. Regularly scheduled conferences would be held between staff personnel, parents, and a licensed pediatrician. This would be accomplished at the new Martin Luther King Hospital, located near the project site. Special adult night classes in child health development would be conducted at the Compton Community College. This health component would be under the direction of a public school nurse assigned to the project who would coordinate all health activities. These would include referral services and case work as a follow-up to keeping appointments, following doctors' recommendations, and taking medication. Community aides will also make visits to verify the number of appointments kept, prescriptions given, and improvement of any medical problem. Most services will be pediatric, with referrals for more serious cases. All staff personnel, including volunteers, will have an annual tuberculin test given by the Los Angeles County Health Department in Compton. Records of all required health activities will be posted by the project clerk and followed up by community aides.

Nutrition services will include a daily snack time. These snacks will be prepared by the staff and parents who possess food-handling certificates issued by local regulatory agencies.

7. Parent participation, involvement, and education will follow the innovative incentive design as outlined in Appendix I.

a. The parent-community "Friends for Preschool Bilingual Education" involvement will be a multi-ethnic and multi-lingual group and will be open to all concerned citizens.

The parent participation component will perform the following functions:

(1) Provide volunteer services to include a cadre of parents for project development.

(2) Ensure a continuous feedback into the community of the effects of this preschool treatment.

(3) Act as a community resource for self-concept development.

(4) Offer models of racial harmony.

(5) Plan activities to allow parents to assume roles of leadership in the groups and community.

(6) Invite and personally bring parents and concerned community citizens to evening meetings of home and/or school workshops.

Activities such as the following will be provided for parents within the program:

(1) Counseling and conferring with parents by appropriate staff members such as teachers, school principal, curriculum and guidance consultants, nurses, social case workers, and doctors and dentists.

(2) Participation by serving as paid assistants or on a volunteer basis in the development and operation of the program.

(3) Parent education and other study groups focused upon the needs of children, planning to deal with particular problems of the parents themselves--social, economic, home management, health, education, or any others that may arise.

(4) Informal social activities where enjoyment of coming together with other families takes place, such as picnics, bazaars, beach or mountain trips, visiting the Children's Zoo, etc.

(5) Preparation of equipment and materials for the children on family work days.

The following curricular activities will be set up and available for participants in this program:

(1) Daily pre-school classes.

(2) Parent and parent/child education excursions.

(3) Observation of children in classrooms at school site.

(4) Seminars on nutrition, child development, etc.

(5) Individual seminars to discuss family educational goals.

(6) Films

(7) Guest speakers

(8) Preschool-parent articulation via parent workshops for school site teachers, K-3.

(9) Parent-aide Montessori apparatus demonstrations in K-3 classrooms.

(10) Parent demonstration of Montessori apparatus in preschool laboratory.

(11) Evening materials workshops for working fathers.

(12) Attendance at school board meetings.

(13) Required health examination, referrals, and medical appointments.

(14) Child's visitations to K-3 classrooms.

(15) Parent as resource person relating interesting personal experiences, customs of Mexico, and other cultural impressions.

Following is a schedule of events which will involve parents:

(1) Staff orientation, stressing program goals.

(2) Canvassing of area for preschool-aged children.

(3) Registration of preschool children.

(4) Pre-testing of children.

(5) Pre-family inventory.

(6) Orientation for parents at home sites, to be followed by larger group orientation and informal discussion of program objectives.

(7) Parent education field trips.

(8) Seminars on field trips and evaluation of trips.

(9) Involvement of parents as consultants in preschool bilingual curriculum development.

(10) Parents as consultants in scheduling parent-community "Friends for Preschool Bilingual Education" curricular and extracurricular activities.

Parent inservice will be formulated from the following books, in a summary form:

(1) Maria Montessori:
- The Secret of Childhood
- Education for a New World
- Formation of Man
- The Child in the Family

(2) Lena L. Gitter:
- The Montessori Way
- Help to Prepare Your Child for School the Montessori Way

(3) George B. Leonard:	Education and Ecstasy
(4) E.M. Standing:	Maria Montessori: Her Life and Works
(5) L.A. City Schools:	Learning to Move, Moving to Learn
(6) Rudolf Dreikurs, M.D.:	The Challenge of Parenthood Children: The Challenge A Parent's Guide to Child Discipline
(7) Elizabeth G. Hainstock:	Teaching Montessori in the Home
(8) William Glasser:	Schools Without Failure Reality Therapy

The above books will provide for class (parents) materials. Parents will also help make materials for their children. Parents will also observe in a Montessori School and will receive lectures and see films on various aspects of related topics.

The PERT chart shown on the next page gives the scheduled required parent advisory committee meetings. Instructional packages will be developed from the Parent Inservice Bibliography shown above.

PARENT-COMMUNITY "FRIENDS" FOR PRESCHOOL BILINGUAL EDUCATION" INVOLVEMENT PERT

1. Continued Parent-Community "Friends" program dissemination May 1972	2. Parent-Community "Friends" advisory meetings September 1972	3.*Non-certificated and Parent-Community "Friends" Reality Involvement Seminar, Trans-Ethnic Grouping, September 1972
4. PTA and Parent-Community "Friends" Council Meeting October 1972	5.*Certificated and Parent-Community "Friends" Reality Involvement Seminar Trans-Ethnic Grouping October 1972	6. Parent-Community "Friends" Advisory Meetings November 1972
7. Parent-Community "Friends" Advisory Meetings January 1973	8. Trans-Ethnic Seminar and Trans-Racial communication March 1973	9. Open House April 1973
10.*Non-certificated, Certificated, and Parent-Community "Friends" Reality Involvement Seminar, Trans-Ethnic Grouping May 1972	11. Parent-Community "Friends" advisory meetings May 1973	12. Report to agencies July 1973
13. Parent-Community "Friends" follow-up August 1973	14. Parent-Community "Friends" advisory meetings September 1973	

* These seminars will be part of the Bilingual Staff Inservice Training Program coordinated with the Community College Inservice Training Course for para-professionals.

b. A social analysis of local community activities, using a taxonomy of affective goals, will be used to recruit parents to assist in the classrooms. Paid community aides will perform interview functions to seek volunteer participation.

c. A master schedule of home visitations by caseworkers, nurses, and other professional staff members will be coordinated by the project teacher.

Parent seminars will be held in different home sites as well as at the school site. The role of the home visit will be a social interactional analysis. This involves family goals as directional toward relevant project objectives. Many visits will be informational only as a prerequisite to modification of undesirable behavior.

d. Records of a confidential nature will be kept at the district office. Referral to those records will be at the discretion of the district psychologist.

e. Frequency of formal and informal planned meetings will be PERTed to coordinate with the on-going project activities.

8. SUPPORTIVE SERVICES

8. The supportive services of the Compton Community College will be called upon to offer inservice college classes to the project site community. ESEA Title VII services will be directed to the curricular development of an early childhood bilingual education program.

Local School District instructional administrative services will be called upon to promote staff inservice training sessions and teacher institutes for the development of innovative practices. A behavioral performance instrument with units of performance measurements (see Appendix J) will be employed to determine the over-all performance style of the objectives of the preschool project.

9. EVALUATION PLAN AND AUDIT PLAN

9. The preschool bilingual/bicultural project is a demonstration program using a Montessori approach of instruction in Spanish and English to children in early preschool years. The experimental design enables the assessment of the comparative effectiveness of instruction in Spanish and English as well as the relevance of an individualized, programmed, culturally oriented curriculum.

a. The evaluation framework will be as follows:

(1) Continuous communication between program and evaluation component through feedback loops.

(2) Allowance for program improvement as well as assessment either at early stages or end.

(3) Acknowledgement of alternative procedures in adjusting objectives and in changing treatment.

(4) Development of explicit statements of standards.

b. The administration of the following tests, pre- and post-, will provide data on the program and process components.

(1) Inter-American Series - English and Spanish

(2) New Mexico test on Children's Self-Concept and Attitudes

(3) Dr. Carolyn Stern's EVI Test in English and Spanish

(4) Periodic tapings for Linguistic Study

(5) Home Interactional Analysis by Observation for Growth of Positive Parental Attitudes.

(6) Individual and Family Developmental Review

(7) Peabody Picture Vocabulary Test

(8) Mother-Child Relationship Evaluation

(9) Anton Brenner Developmental Gestalt Test

(10) Riley Preschool Developmental Screening

To summarize briefly, all the above cognitive and effective measurements will provide insights into the children's knowledge of their own cultural attitudes toward themselves and their own competence.

c. Preschool Audit Plan

The Compton Unified School District plans to contract the Montessori College of Los Angeles to conduct an Independent Educational Audit of the first-year activities of this program.

State guidelines for preschool programs will be followed for adequate project control. Quarterly audit reports covering implementation and performance will be submitted. Established Montessori criteria and standards for each objective will be documented into an integrated report.

10. PRESCHOOL EDUCATIONAL AND EXTENDED DAY-CARE ACTIVITIES CONDUCTED BY COMPTON UNIFIED SCHOOL DISTRICT

10. See Appendices K, L, and M for abstracts of the following programs currently being conducted for preschool aged children by the Compton Unified School District:

a. Follow Through

b. Head Start

c. Childrens Centers

11. ARTICULATION BETWEEN PRESCHOOL AND KINDERGARTEN-PRIMARY EXPERIENCES

11. A trained parent "cadre", trained project aides, will work along with the kindergarten teachers as a demonstration of the effective teaching techniques developed by this design. Reference for this articulation concept is made to the successful Montessori kindergarten at Curie School in San Diego Unified School District. This concept has been accepted as most innovative by Dr. Wilson Riles, State Superintendent of Public Instruction.

    a. All cumulative school records will be filed at the school site and will be made available to the future kindergarten teachers. Records of a confidential nature will be held at the district office under the direction of the district psychologist.

    b. The pre-school children will enter the district's bilingual-bicultural education program. This program will have completed four active years with innovative teaching techniques funded under ESEA Title VII. (See Appendix N for Compton Unified School District's Title VII Bilingual-Bicultural Education Plan.)

    c. The innovative-incentive program of the Compton Unified School District gave a grant for the development of a modified Montessori Program for Spanish-speaking students. (See Appendices I and O for Montessori-at-Jefferson Program and Evaluation.) Articulation has already commenced with the innovative incentive grant and ESEA Title VII Bilingual Education funding.

COMPTON UNIFIED SCHOOL DISTRICT
OFFICIAL SCHOOL CALENDAR
1972-73

Summer Schedule

June 26	Monday	Commence Summer School
July 4	Tuesday	Independence Day
July 21	Friday	End of four-week session (19)
August 4	Friday	Summer School Ends

First Semester

September 5	Tuesday	Commence First Semester
October 23	Monday	Veterans Day
November 10	Friday *	End of First Quarter
November 23 & 24	Thursday & Friday	Thanksgiving Holiday
December 18 - January 2		Winter Recess
January 15	Monday	Martin L. King's Birthday
January 26	Friday *	End of First Semester

Second Semester

January 29	Monday	Start of Second Semester
February 12	Monday	Abraham Lincoln's Birthday
February 19	Monday	George Washington's Birthday
April 6	Friday *	End of Third Quarter
April 16 - April 20		Spring Recess
May 4	Friday	Cinco de Mayo
May 28	Monday	Memorial Day
June 15	Friday	Last Day of Instruction

SCHOOL MONTHS

	Days Taught	Legal Holiday	Local Holiday
September 4 - September 8	3	2	0
September 11 - October 6	20	0	0
October 9 - November 3	19	1	0
November 6 - December 1	18	1	1
December 4 - December 29	10	1	9
January 1 - January 26	18	1	1
January 29 - February 23	18	2	0
February 26 - March 23	20	0	0
March 26 - April 20	15	0	5
April 23 - May 18	19	0	1
May 21 - June 15	19	1	0
Totals:	179	9	17

* These days to be designated as Local Holidays for the conducting of Parent/ Teacher Conferences.

HOLIDAYS FOR CLASSIFIED AND ADMINISTRATIVE PERSONNEL

1972-73

July 4	Tuesday	Independence Day
September 4	Monday	Labor Day
September 8	Friday	Admissions Day
October 23	Monday	Veterans Day
November 23 & 24	Thursday & Friday	Thanksgiving
December 25	Monday	Christmas Day
January 1	Monday	New Year's Day
January 15	Monday	Martin L. King's Birthday
February 12	Monday	Abraham Lincoln's Birthday
February 19	Monday	Washington's Birthday
April 20	Friday	Local Holiday
May 4	Friday	Cinco de Mayo
May 28	Monday	Memorial Day

TOTAL DAYS OF LEGAL AND LOCAL HOLIDAYS - 14

PRESCHOOL PROJECT PLANNING AND CONTROL PERT

1. Establish project work breakdown structure 9-1-72	2. Define tasks in cognitive and affective domains 9-1-72	3. Construct coordinated classroom testing networks w/tabular work breakdown structure for pre-testing 9-1-72
4. Prepare Quarterly Program Status Report. Review pre-audit report 9-31-72	5. Estimate time for critical path of project 10-2-72	6. Establish schedules for specific activity time estimate as determined by non-evaluative feedback 10-16-72
7. Prepare project cost estimates for project work breakdown structure 11-1-72	8. Review project plan; schedule Implementation Audit Report and costs 11-15-72	9. Revise plan according to non-evaluative feedback 12-1-72
10. Prepare Quarterly Program Status Report 12-31-72	11. Update estimates to complete specific project activities 1-7-73	12. Accumulate actual time and cost data to complete 72-73 project plan 2-1-73
13. Prepare for submission second year continuation project, 1973-74	14. Analyze Interim Audit Report for an assessment of the program's process evaluation 2-20-73	15. Submit second-year proposed plan with contract for evaluation services; contract for L.A. County Education Audit Plan 3-15-73
16. Prepare Quarterly Status Report 3-31-73	17. Evaluate project status 5-15-73	18. Revise plan, schedules, and budgets 6-15-73
19. Submit to appropriate state governmental agencies, Project Evaluation Report 6-30-73		

13. OPERATION AND PARTICIPATION; REQUESTED BUDGET

Operation and Participation

(Items 1 through 3 apply to the State Preschool Program only.)

1. Number of *certified* children to be enrolled 35

2. Number of private tuition children to be enrolled (full budgeted cost) . . . . —

3. Total number of children to be enrolled (Add items 1 and 2.) 35

4. Program information by funding source

	State preschool program	Children's center	Parent participation preschool	Head Start	ESEA, Title I	Other _____	Total
Number of children to be enrolled	35	Preschool Extended day Total					
Number of days classes will be in session	179						
Month and date of first class meeting	Sept. 5,1973						
Month and date of last class meeting	June 15,1973						
Length of daily sessions in hours	3 hours						
Hours between which morning sessions will meet	9:00 12:00						
Hours between which afternoon sessions will meet	——						
Total hours of enrollment (children X days X hours per day) 35x179x3	18,795						
Percent of total hours							100

5. Site information

Site name	Address	No. of classes at this site
	2407 East Piru Street, Compton, California	

(Use an extra sheet if necessary.)

Total sites 1 Total classes 1

Specify number of sites shared with other funding sources. _____

Requested Budget

The classes of expenditure on the following pages are those within which expenditures for the State Preschool Program are reimbursable. Refer to *Guidelines for Compensatory Preschool Educational Programs* for information about excluded expenditures and to *Budget and Allowance Guide* for cost maximums which must be observed within classes. Details of the accounting system used are available in the *California School Accounting Manual* (1968 edition). Copies of the manual may be obtained by writing to the Fiscal Office, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Project applications may require more space than is provided in this budget form. When this is the case, totals may be entered in the form and detailed line budgets may be attached as exhibits.

100. Administration

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, other rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

Examples

Number Two Title Supervisor

$800 (month) (Average rate (unit)) X 10 months (Number of units) X 50 percent (Portion of time) X 2 (Number of positions) = $ 8,000

Number Five Title Coordinator

$5.00 (hour) (Average rate (unit)) X 4 hours (Number of units) X 100 days (Portion of time) X 5 (Number of positions) = $ 10,000

113. Business Administration (certificated)

Number _____ Title _____

_____ (Average rate (unit)) X _____ (Number of units) X _____ (Portion of time) X _____ (Number of positions) = $ _____ 113 subtotal

123. Business Administration (classified)

Number _____ Title _____

_____ (Average rate (unit)) X _____ (Number of units) X _____ (Portion of time) X _____ (Number of positions) = $ _____ 123 subtotal

191. General Administration (audit and data processing)

Describe in detail the purpose for which this amount is to be used.

Name the auditing and/or data processing firm or installation and the amount requested for each.

Montessori College of Los Angeles 1,500
Auditing firm or installation

_____ $ _____
Data processing firm or installation

$ 1,500
191 subtotal

 Total Administration $ _____

Requested Budget (continued)

200. Instruction

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

212. Supervisors' Salaries

Number _____ Title _____

_____ X _____ X _____ X _____ = $_____
Average rate (unit) Number of units Portion of time Number of positions

$_____
212 subtotal

213. Teachers' Salaries

Number 1 Title Project Teacher

9,100 (month) X 10 month X 100 percent X 1 = $9,100
Average rate (unit) Number of units Portion of time Number of positions

Number _____ Title Substitute

_____ X _____ X _____ X _____ = $9,100
Average rate (unit) Number of units Portion of time Number of positions

$_____
213 subtotal

214. Other Certificated Salaries of Instruction

Number _____ Title _____

_____ X _____ X _____ X _____ = $_____
Average rate (unit) Number of units Portion of time Number of positions

Number _____ Title Substitute

_____ X _____ X _____ X _____ = $_____
Average rate (unit) Number of units Portion of time Number of positions

$_____
214 subtotal

220. Classified Salaries of Instruction (noncredentialed teachers and assistant teachers holding permits)

Number _____ Title _____

_____ X _____ X _____ X _____ = $_____
Average rate (unit) Number of units Portion of time Number of positions

Number _____ Title Substitute

_____ X _____ X _____ X _____ = $_____
Average rate (unit) Number of units Portion of time Number of positions

$_____
220 subtotal

Subtotal of subordinate classes 212, 213, 214, and 220 $9,100
(Page 5 subtotal)

Requested Budget (continued)

200. Instruction (continued) $ 9,100 (Page 5 subtotal)

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

220. Classified Salaries of Instruction (other)
List teacher aides, clerks, and community liaison workers here.

Number 7 Title Bilingual Instructional Aides
6 hrs. daily
3.14 (Average rate (unit)) X for 179 days (Number of units) X 100 percent (Portion of time) X 7 (Number of positions) = $ 23,606.52

Number 1 Title Clerk Typist III
518 (month) (Average rate (unit)) X 10 month (Number of units) X 100 percent (Portion of time) X 1 (Number of positions) = $ 5,180.00

Number 1 Title ~~Substitute~~ Bilingual Community Aide
6 hrs. daily
3.14 (Average rate (unit)) X for 179 days (Number of units) X 100 percent (Portion of time) X 1 (Number of positions) = $ 3,372.36

$ 32,158.88
220 subtotal

240. Other Books

$ _____ (Amount per class) X _____ (Number of classes) = $ _____

$ _____
240 subtotal

291. Instructional Supplies (includes tests and manipulative devices)

$ 70 (Amount per child per month) X 35 (Number of children) X 10 (Number of school months) = $ 2,450

$ 2,450
291 subtotal

292. Miscellaneous Expenses of Instruction

*Inservice education (itemize) $800 per aide & 1 teacher 4 times per week x 36 weeks . . . $ 7,200
Staff mileage (itemize) .08 mile x 4 miles round trip x 9 people . . . $ 414.72
**Parent education (itemize) . . . $ 1,500
*Montessori College of Calif. (Package program)
**Compton College
Course - Tuition, Instructors salary
Books, etc.

$ 9,114.72
292 subtotal

Total Instruction $52,823.60
(Pages 5 and 6)

Requested Budget (continued)

400. Health Services

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

410. Certificated Salaries of Health Personnel

Number 1 Title School Nurse

724.50	X	10 (month)	X	50 percent	X	1	=	$ 7,245.00
Average rate (unit)		Number of units		Portion of time		Number of positions		410 subtotal

420. Classified Salaries of Health Personnel

Number _____ Title _____

_____	X	_____	X	_____	X	_____	=	$ _____
Average rate (unit)		Number of units		Portion of time		Number of positions		420 subtotal

490. Other Expenses of Health Services

Supplies . . . . . $ 500.00

Physical and dental examination . . . . . $ 3,500.00
Give formula based on average local charge or $25 (whichever is less) times the estimated number of children having no medical coverage.
35 x $25 x 4

Staff mileage (itemize) . 08 x 200 mi. per mo. . . . . $ 160.00
x 10 months

$ 4,160.00
490 subtotal

Total Health Services $ 11,405.00

Requested Budget (continued)

500. Pupil Transportation

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

520. Classified Salaries of Pupil Transportation

Number _____ Title _____

_____ X _____ X _____ X _____ = $ _____
Average rate (unit) | Number of units | Portion of time | Number of positions | 520 subtotal

590. Other Expenses of Pupil Transportation

Explain: Liability Insurance ($2,456 ÷ 12,550)

$ 1,200
590 subtotal

Estimated cost of transportation per mile (Total dollars ÷ total miles) $ .19

Estimated number of miles, home to school service

50 X 179 X $ .10 = $ 896
Miles per day | Number of days | Cost per mile | Home-school transportation

Estimated number of miles, field trips

100 X 36 X $ .10 = $ 360.00
Miles per trip | Number of trips | Cost per mile | Field trips

Total Pupil Transportation $ 2,456

Requested Budget (continued)

600. Operation of Plant

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

620. Classified Salaries for Operation of Plant

Number _____ Title _____

_____ X _____ X _____ X _____ = $_____

Average rate (unit) | Number of units | Portion of time | Number of positions | 620 subtotal

690. Other Expenses for Operation of Plant

Custodial supplies	$ 200
Utilities (itemize)	$
Telephone	$ 100
Gas	$ 100
Electricity	$ 100
Water	$ 100
Other	$ 300

$ 900
690 subtotal

Total Operation of Plant $ 900

700. Maintenance of Plant

720. Classified Salaries for Maintenance of Plant
Give details:

$ _____
720 subtotal

730. Replacement of Equipment
Give details:

$ _____
730 subtotal

790. Other Expenses for Maintenance of Plant
Give details:

$ _____
790 subtotal

Total Maintenance of Plant $ _____

Requested Budget (continued)

800. Fixed Charges

810. District Contributions to the State Teachers' or Local Employee Retirement System

School districts should give information for eligible credentialed employees only. Private agencies should give information for local plan only. Give total salary on which computation is based and formula for computation.

1. Annuity-certificated
   $14 per year per employee (2 x $14 = $28)
2. Retirement - certificated
   3.2 percent of gross salary $16,345=(.032 x $16,345 = $523)

$ 551.00
810 subtotal

820. District Contributions for Public Employees Retirement System (classified employees only)

Give total salary on which computation is based and formula for computation. Include amount deducted for social security.

1. Retirement 7.26 percent of Gross salary
   (.0726 x $32,158.88 = $2,335)
2. OASDI (5.2 percent of Gross salary)
   (.052 x $32,158.88 = $167.23)

$ 2,502.23
820 subtotal

890. Other Fixed Charges

For each applicable item, provide the base on which the amount requested is computed.

Workmen's compensation insurance .0056 x 48,503.88	$ 271.62
Liability insurance	$
Accident insurance	$
Unemployment insurance 3.4 percent of $32,158.88 (.034 x $32,158.88)	$1,093.40
Dental, medical, and/or hospital insurance $350 x 10	$3,500.00

$ 4,865.00
890 subtotal

892. Rental Expense

List each rental facility seperately, and give rent for each.
Lease/purchase relocatable classrooms may be grouped together when annual rent is the same.
Reduce rent on prorated basis if facilities are not used exclusively for program purposes.
Private dwelling = $200 per month x 12

$ 2,400.00
892 subtotal

Total Fixed Charges $10,318.23

Requested Budget (continued)

900. Food Services (Check appropriate boxes.) Break-fast ☐ Light snack ☐ Hearty snack ☐ Lunch ☒

For each appropriate subordinate class of expenditure, give the title of the position, rate of pay, time unit, the number of time units, and the portion of time (in number or percent) to be charged to the project. When more than one person is employed with the same position title, rates of pay may be averaged. If the position is supported in any part by other sources, give the sources and percent of salary paid by each.

910. Certificated Salaries of Food Services

Number_____ Title _____

_____ X _____ X _____ X _____ = $_____

Average rate (unit) | Number of units | Portion of time | Number of positions | 910 subtotal

920. Classified Salaries of Food Services

Number_____ Title _____

_____ X _____ X _____ X _____ = $_____

Average rate (unit) | Number of units | Portion of time | Number of positions | 920 subtotal

930. Food

$ 4,000
930 subtotal

990. Other Expenses

Consumable supplies . . . . . $ 200

Transportation . . . . . $ 204

$ 404
990 subtotal

Cost per meal day: $4,404 (Total food services budget) ÷ 7339 (Persons served) = $ .60 (Cost per day per person)

(Persons served = number of children + 1 aide and 1 parent per class of 15 x number of days.)

Total Food Services $ 4,404

Requested Budget (continued)

1200. Capital Outlay

1240. Improvement of Sites
Give details:

$ _____
1240 subtotal

1269.

1250. Buildings
Give details:

1. Minibus-Needed transportation non-available
   a. Medical and dental appointments
   b. Adult Education Classes
   c. Field Trips
   d. Material Transportation

$ _____
1250 subtotal

1269. Other Equipment
Give details:

Selectric Typewriter	600	5,200.00
Office equipment		1,300.00
Desk	200	$ 6,500.00
Files	200	1269 subtotal
Chairs	225	
~~1,300.00~~		

Total Capital Outlay $ 6,500.00

Total Transportation (500)	$ 2,456.00	
Total Rent (892)	$ 2,400.00	Total Funds Requested $ 93,122.83
Total Food Services (900)	$ 4,404.00	
Subtotal		$ 9,260.00

Program Cost $ 83,862.83
(Total Funds Requested minus subtotal of transportation, rent, and nutrition.)

Budgeted Child/Year Cost -- School year

$ 2,400.00	÷	35	= $ 68.57	
Rent cost		Number of children	Rent cost per child	
$ 4,404.00	÷	35	= $ 125.83	
Food services cost		Number of children	Food services cost per child	
$ 83,862.83	÷	35	= $ 2,396.08	
Program cost		Number of children	Program cost per child	
$ 93,122.83	÷	35	= $ 2,660.65	
Total project cost (Same as total funds requested)		Number of children	Project cost per child	

Budgeted Child/Year Cost -- Summer extension

$ _____	÷	_____	= $ _____	
Rent cost		Number of children	Rent cost per child	
$ _____	÷	_____	= $ _____	
Food services cost		Number of children	Food services cost per child	
$ _____	÷	_____	= $ _____	
Program cost		Number of children	Program cost per child	
$ _____	÷	_____	= $ _____	
Total project cost		Number of children	Project cost per child	

Cost Distribution

Class of Expenditure	State preschool program	Children's center	Parent participation preschool	Head Start	ESEA, Title I	Other _____	Local contributions	Total
100. Administration								
113								
123								
191	1,500							
200. Instruction								
212								
213	9,100					2,816	(overtime)	
214								
220	32,158.88							
240								
291	2,450							
292	9,114.72							
Sub Total	52,823.60					2,816		55,639.60
400. Health Services								
410	7,245.00							
420								
490	4,160							
Sub Total	11,405							
500. Pupil Transportation								
520								
590	2,456							
Sub Total	2,456							
600. Operation of Plant								
620								
690	900							
Sub Total	900							
700. Maintenance of Plant								
720								
730								
790								
800. Fixed Charges								
810	551.00							
820	2,502.23							
890	4,865.00							
892	2,400.00							
Sub Total	10,318.23							
900. Food Services								
910								
920								
930	4,000.00							
990	404.00							
Sub Total	4,404.00							
1200. Capital Outlay								
1240								
1250								
1269	6,500.00							
Total	90,306.83							93,122.83
Percent								

F71-164 4-72 1M

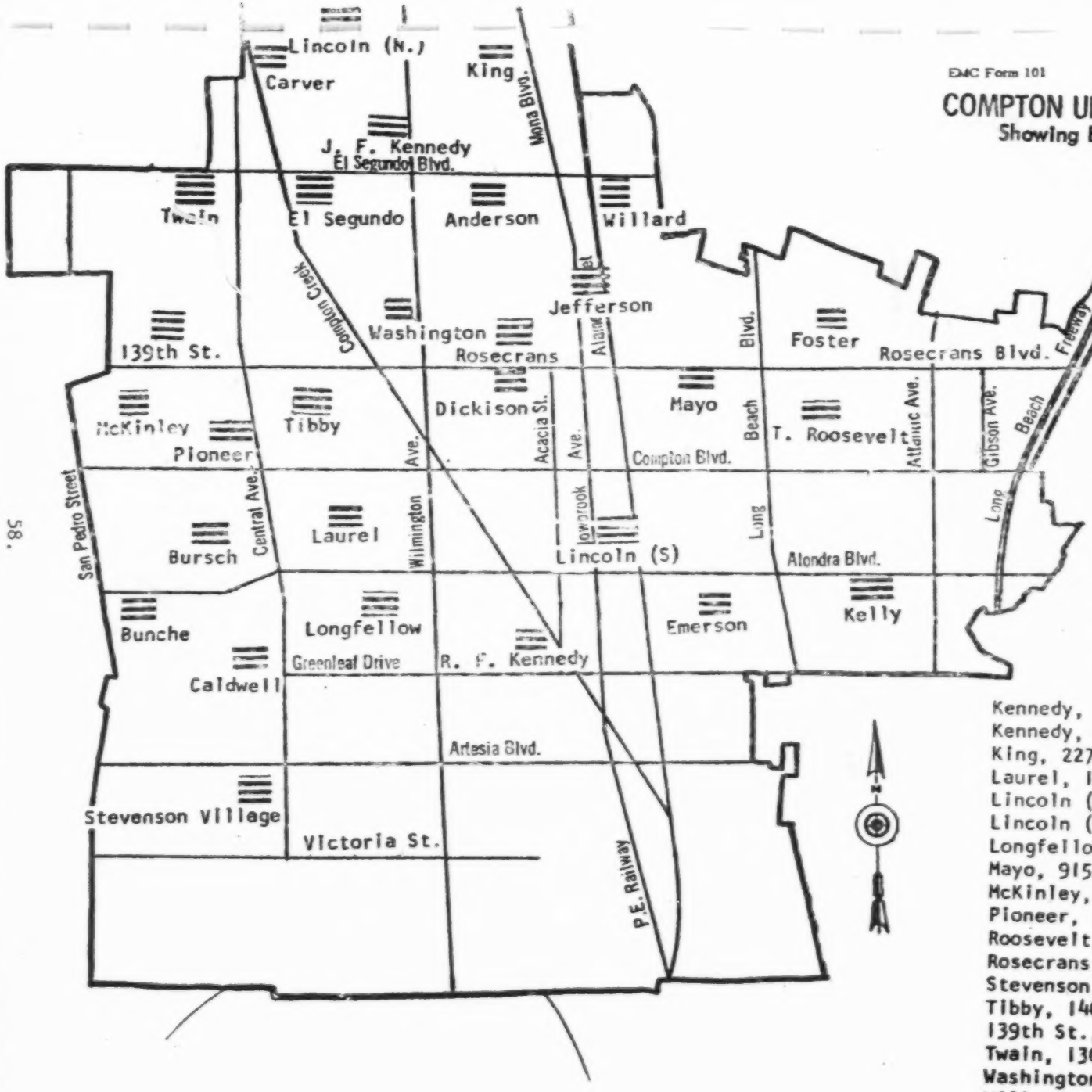
APPENDICES

EMC Form 101

COMPTON UNIFIED SCHOOL DISTRICT

Showing Elementary School Locations

February, 1972



Anderson, 2210 E. 130th St.
Bunche, 16223 Haskins Lane
Bursch, 2505 W. 156th St.
Caldwell, 2300 W. Caldwell St
Carver, 1425 E. 120th St.
Dickison, 905 N. Aranbe Ave.
El Segundo, 1450 W. El Segund
Emerson, 1011 E. Caldwell St.
Foster, 1620 N. Pannes Ave.
Jefferson, 2508 E. 133rd St.
Kelly, 2320 E. Alondra Blvd.
Kennedy, J. F., 12501 S. Wilmington Ave
Kennedy, R. F., 1305 S. Oleander Ave.
King, 2270 E. 122nd St.
Laurel, 1321 W. Laurel St.
Lincoln (No.), 1667 E. 118th St.
Lincoln (So.), 704 S. Tamarind St.
Longfellow, 1101 S. Dwight St.
Mayo, 915 N. Mayo Ave.
McKinley, 14431 Stanford Ave.
Pioneer, 1104 E. 148th St.
Roosevelt, T., 700 N. Bradfield Ave.
Rosecrans, 1301 N. Acacia St.
Stevenson Village, 901 E. Frank St.
Tibby, 1400 W. Poplar St.
139th St., 1420 McKinley Ave.
Twain, 13024 Salinas Ave.
Washington, 1421 N. Wil gton Ave.
Willard, 310 E. El Segundo Blvd.

APPENDIX A

COMPTON UNIFIED SCHOOL DISTRICT
Right Side
Base Cell

COUNTY OF LOS ANGELES
DEPARTMENT OF PUBLIC SOCIAL SERVICES
4900 TRIGGS STREET, P. O. BOX 22229, CITY OF COMMERCE, CALIFORNIA 90022 / TELEPHONE: (213) 268-0281

BUREAU DIRECTORS
HOWARD L. HOLTZENDORFF
Fiscal Affairs and Administrative Services
KEITH SOMAIE
Special Operations

ELLIS P. MURPHY
DIRECTOR
LEONARD PANISH
Assistant Director

BUREAU DIRECTORS
JOHN M. MAY
Adult Assistance
ROBERT L. CHAFFEE
Family Assistance
DONALD G. GALLOWAY
Social Services

November 16, 1972

Mr. William N. Roberts, Acting Chief
Bureau of Preschool Educational Programs
Division of Compensatory Education
1500 Fifth Street
Sacramento, California 95814

Dear Mr. Roberts:

I have been advised that the Compton Unified School District, Compton, California will be submitting an application for a special bi-lingual program for children in the area of the Thomas Jefferson School.

Since this school has an approximate Chicano population percentage of 76%, a bi-lingual program for preschool children would be most beneficial.

In the event this application is approved, the Department of Social Services will cooperate to the extent required under regulations at that time.

Very truly yours,

ELLIS P. MURPHY, DIRECTOR
DEPARTMENT OF PUBLIC SOCIAL SERVICES

By: Ernest A. Koucky
ERNEST A. KOUCKY, CHIEF
CENTRAL SUPPORT SERVICES DIVISION

EPM:EAK:ef

cc: Mr. Hugh K. Walker,
Assistant Director
Federal/State Projects
Compton Unified School Districts

APPENDIX D

PRESCHOOL SITE

ADDRESS: 2407 East Piru Street, Compton, California 90220
(across the street from Jefferson Elementary, between Mona Boulevard and Largo Avenue)

SIZE OF LOT: 50' x 100", with fenced yard

RENT: $200 per month

ROOMS: Living Room - 13' x 18', with fireplace and bookshelves

Formal Dining Room - 10'6" x 11'2"

Bedroom - 11'3" x 13', with large closet

Bedroom - 11'3" x 13'6", with closet

Den - 6'6" x 15'4", with bookshelves

Kitchen - 10'3" x 10'9", with stove and refrigerator, if desired

Bathroom

Service Room - 6'6" x 6', with broom closet

Hallway - 21' x 4', with two closets

Coat Closet

House also has wall-to-wall carpet, except in Den, and draperies.

The front yard is grass-covered and measures 27' x 28'. The back yard is cement-covered and measures 21' x 27', with a 6' x 14' planter.

There is a double garage facing the back yard.

PRESCHOOL HOST FAMILIES

Mr. and Mrs. Sanchez	13108 Willowbrook Avenue Compton 90220
Mr. and Mrs. Vega	2611 East 132nd Street Compton 90220
Mr. and Mrs. Barrera	2624 East 131st Street Compton 90220
Mr. and Mrs. Perez	2518 East 129th Street Compton 90220
Mr. and Mrs. Frausto	13120 Penrose Avenue Compton 90220
Mr. and Mrs. Castillo	13515 Willowbrook Avenue Compton 90220
Mr. and Mrs. Carmacho	13500 Mona Boulevard Compton 90220
Mr. and Mrs. Pina	2450 East 130th Street Compton 90220
Mr. and Mrs. Gonzalez	2615 East 134th Street Compton 90220
Mr. and Mrs. Maciel	13123 Penrose Avenue Compton 90220

APPENDIX E

BILINGUAL EARLY CHILDHOOD EDUCATION TEACHER (Restricted)

SALARY: Compton Unified School District - Professional Teachers Salary Schedule

QUALIFICATIONS:

1. Hold a B.A. or B.S. degree from an approved four-year college or university.
2. Hold a valid elementary teaching credential.
3. Meet all requirements for a professional teaching position as established by the Compton Unified School District.
4. Be functionally bilingual in both English and Spanish to work with beginning students ages 3 through 5 years old.
5. Have teaching experience in schools with a high concentration of Mexican-American children.

SPECIFICATION OF DUTIES:

1. Develop an innovative educational philosophy (dual-language) in early childhood education.
2. Participate in home visitations to implement innovative curricular dual-language materials.
3. Provide for individual student linguistic differences through programmed learning materials designed for early childhood education.
4. Develop a sequence of early childhood learning experiences in a learning order and encourage self-discovery and self-correction.
5. Work closely with the Compton Unified School District early childhood supervisory personnel and psychologists.
6. Develop an individual paraprofessional (bilingual instructional aide) program of professional growth related to a programmed "home start" early childhood dual-language education program.

7. Utilize effectively a multi-media approach to early childhood dual-language teaching.

8. Develop dual-language instructional packages that will enable the "home start" early childhood education objectives to be achieved.

9. Provide a functional procedure for ongoing evaluation of students in this early childhood dual language program.

10. Participate in dual-language community information dissemination programs.

11. Assist with activities useful to the purpose of the early childhood dual-language program.

12. Develop community contact procedures through home visitations, and perform student/parent counseling conferences in both Spanish and English. In addition to these activities, the bilingual early childhood education teacher will be expected to organize and participate in school-site and district-level inservice workshops.

APPLICATION PROCEDURES:

1. Request application form through the school principal.

2. Fill out completely and return to school principal with resume of bilingual background and training.

SELECTION PROCEDURES:

A panel which will consist of the Principal of Thomas Jefferson Elementary School, Assistant Director of the Federal/State Projects Department, the Project Manager of ESEA, Title VII Bilingual Program and two school site parents, will select one functionally bilingual teacher (Spanish and English) through a dual-language oral interview from a list of available candidates.

INSTRUCTIONAL AIDE

DEFINITION:

Under close supervision of a classroom teacher, assists the teacher in meeting the needs of the individual child, and performs other related duties as requested.

EXAMPLES OF DUTIES:

Assists the teacher in instructional tasks by working with the individual child and small groups of children; works with children using various devices such as flash cards, reading stories, recording dictated stories; manages an interest or instructional center; assists in handwriting experiences; listens to the oral reading of children; supervises independent or group activities using instructional games, art projects, puzzles, manipulation toys, etc.; assists in the art period; helps manage the class library; informs the teacher of children who seem to need individual help, assists in the preparation of display materials, room arrangement, and housekeeping; assists in the distribution and preparation of work materials; assists in the opening exercises; assists in the preparation of audio-visual equipment and materials; assists the teacher in extracurricular activities on field trips and class parties; assists with the supervision of children during nutrition, physical education and activity periods; suggests available community resources to the teacher; participates in training sessions as needed; interprets the instructional program to the community as requested.

MINIMUM QUALIFICATIONS:

Education and Experience - equivalent to completion of the tenth grade. No experience is required, but experience working with children is highly desirable. Refer to the Compton Unified School District Salary Schedule for Educational Increments.

Knowledge and Abilities - ability to work effectively with children and adults; quickly learn the techniques of working with children on an individual or group basis; perform minor housekeeping tasks as required; cope with tense situations involving situations between children; analyze problem situations and report to teacher for corrective action; take directions and participate in inservice training.

Candidates will be interviewed and rated on education, experience, bilingual background, appearance, and general suitability for the position.

SPECIAL REQUIREMENT:

Applicants must be residents of the Compton Unified School District school attendance area.

NURSE
Job Description

The nurse meets with her assigned aides from 8:30 to 9:30 a.m. to plan the day's work. This consists of:

1. Keeping a medical check on the students at the various sites.
2. Setting-up and assisting the doctor with the physicals.
3. Assisting with laboratory work, immunizations, taking weights and measurements.
4. Administering the eye examinations.

The nurse is responsible for:

1. Making out the medical forms.
2. Keeping records of all the physicals and tests.

In addition:

1. She meets with the parents at the schools and makes home visits.
2. Attends staff meetings, school nurse meetings, and meets with the social worker.
3. On occasion, she assists with transportation of the students and parents to the doctor, dentist, or eye doctor.

CLERK STENOGRAPHER

DEFINITION:

Under general supervision, performs a variety of responsible clerical work including the taking and transcription of dictation; and performs other related duties as required.

EXAMPLES OF DUTIES:

Performs a variety of clerical work, including secretarial duties; in some offices may wait on a public counter; answers the telephone, and interviews students, teachers, administrators, parents, and other persons in the conduct of routine business; takes and transcribes dictation, including materials of a confidential nature, letters, report, bulletins and memoranda; composes letters of a routine nature; cuts mimeograph and other stencils; maintains files and records, personally collecting required information; checks reports, records and other data for accuracy, completeness and compliance with established standards; operates office applicances, including adding machine, mimeograph and hectograph; receives, sorts and distributes incoming and outgoing mail; collects money for fines, fees, donations, and other purposes, receipting and accounting for such funds; does some financial record-keeping work, makes appointments; runs errands; compiles information for and prepares reports; takes minutes of meetings.

MINIMUM QUALIFICATIONS:

Education and Experience - equivalent to graduation from high school. Two hears of responsible clerical work including one year with stenographic duties. College-level education may be substituted for experience on a year-for-year basis, up to two years.

Knowledge and abilities - knowledge of modern office methods, appliances and practices; proper English usage, spelling, grammar, and punctuation. Ability to perform a variety of clerical and secretarial work of above-average difficulty; compose routine correspondence independently; make simple arithmetic calculations with speed and accuracy; meet the public tactfully and courteously and to answer questions in person or over the telephone, understand and follow oral and written directions; type at a rate of at least 45 words per minute from clear copy; take dictation at a rate of at least 80 words per minute.

Compton Unified School District

TEACHERS' SALARY SCHEDULE

1970-71

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
1	$ 7,000	$ 7,490	$ 7,980	$ 8,470	$ 8,960	$ 9,450
2	7,420	7,910	8,400	8,890	9,380	9,870
3	7,840	8,330	8,820	9,310	9.800	10,290
4	8,260	8,750	9,240	9,730	10,220	10,710
5	8,680	9,170	9,660	10,150	10,640	11,130
6	9,100	9,590	10,080	10,570	11,060	11,550
7	9,520	10,010	10,500	10,990	11,480	11,970
8	9,940	10,430	10,920	11,410	11,900	12,390
9	10,360	10,850	11,340	11,830	12,320	12,810
10	10,780	11,270	11,760	12,250	12,740	13,230
11	11,200	11,690	12,180	12,670	13,160	13,650
12	11,620	12,110	12,600	13,090	13,580	14,070
13	12,040	12,530	13,020	13,510	14,000	14,490

REQUIREMENTS:

CLASS I
*Provisional
Junior High
Special Elementary
Standard Elementary
or
Standard Secondary
partial Credentials
General Elementary

CLASS II
Bachelor's degree plus 15 semester units including the Life Standard Elementary partial credential or Life Standard Secondary partial credentials
General Elementary

CLASS III
Bachelor's degree plus 30 semester units including the Life Standard Elementary or Life Standard Secondary credentials
General Elementary
General Secondary

CLASS IV
Bachelor's degree plus 45 semester units including the Life Standard Elementary or Life Standard Secondary credentials
or
Master's degree including the Life Standard Elementary or Life Standard Secondary credentials
General Elementary
General Secondary

CLASS V
Bachelor's degree plus 60 semester units including Master's degree with Life Standard Elementary or Life Standard Secondary credentials
or
Master's degree plus 15 semester units earned after receiving the Master's degree including the Life Standard Elementary or Life Standard Secondary credentials
General Elementary
General Secondary

CLASS VI
Bachelor's degree plus 75 semester units including Master's degree with Life Standard Elementary or Life Standard Secondary credentials
or
Master's degree plus 30 semester units earned after receiving the Master's degree including the Life Standard Elementary or the Life Standard Secondary credential
General Elementary
General Secondary

*Teachers who are required to secure a PROVISIONAL CREDENTIAL for an assignment in the District must remain in Class I as long as they teach under the Provisional credential. This placement is regardless of other credentials, higher degrees, or the total number of college or university units.

The following credentials will be acceptable in lieu of a Life Standard Elementary or Life Standard Secondary Credential for salary schedule purposes only, provided that the valid credential is neither provisional nor issued on a postponement or partial fulfillment of requirements basis:

a. General Elementary Credential
b. General Secondary Credential
c. General Pupil Personnel Services Credential
d. Credential to teach Exceptional Children
e. Health Services and Development Credential or Standard Service Credential with a Specialization in Health
f. Librarianship Credential
g. Special Secondary Credential to teach Mentally Retarded
h. School Psychologist Credential
i. School Psychometrist Credential
j. Elementary Level –
Teachers with partial fulfillment credentials are considered as having regular credentials for class determination on the salary schedule.
k. Vocational Credential
1. 8.0 Standard Designated Subjects Teaching Credential with a Specialization in Vocational Trade and Technical Teaching without a Bachelor's Degree
2. 8.1 Standard Designated Subjects Teaching Credential with a Specialization in Industrial Arts and Occupational Subjects including a Bachelor's Degree

Advancement from one classification to another shall be on the basis of upper division or graduate level study from an accredited college or university except that one-third (1/3) of the total required may be earned in lower division courses required on a planned program with prior approval by the Director of Certificated Personnel.

Teaching experience outside the District shall be pro-rated for employment purposes on the basis of one year for one year up to a maximum of four (4) years. A step equals a year of experience under classification for which teacher qualifies.

COMPTON UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE
1972-73

APPENDIX F
(continued)

Effective Date: 7-1-72

ALPHABETICAL LISTING

Classification	Range	1	2	3	4	5
Accompanist	12	600	630	662	695	730
Account Clerk I	11	571	600	630	662	695
Account Clerk II	13	630	662	695	730	767
*Accounting Supervisor	19	845	887	931	978	1027
Administrative Secretary	16	730	767	805	845	887
Air Conditioning/Heating Technician	16	730	767	805	845	887
Assistant Director of Purchasing	23	1027	1078	1132	1189	1248
Assistant Director of Transportation	22	978	1027	1078	1132	1189
Assistant Operations Supervisor - Custodial Services	20	887	931	978	1027	1078
Attendance Accounting Coordinator	16	730	767	805	845	887
Attendance Clerk	10	544	571	600	630	662
Audio Visual Technician I	16	730	767	805	845	887
Audio Visual Technician II	17	767	805	845	887	931
Auditorium and Stage Custodian	12	600	630	662	695	730
Bus and Truck Driver	13	630	662	695	730	767
*Buyer	15	695	730	767	805	845
Cafeteria Manager I	10	544	571	600	630	662
Cafeteria Manager II	12	600	630	662	695	730
*Cafeteria Manager III	14	662	695	730	767	805
*Cafeteria Manager IV	16	730	767	805	845	887
Cafeteria Worker I	3	2.24	2.35	2.46	2.58	2.71
Cafeteria Worker II	5	2.46	2.58	2.71	2.85	2.99
Carpenter	15	695	730	767	805	845
Carpenter Foreman	18	805	845	887	931	978
Carpentry Supervisor	21	931	978	1027	1078	1132
Chief of Security	26	1189	1248	1310	1376	1445
Children's Center Housekeeper	5	2.46	2.58	2.71	2.85	2.99
Clerk Stenographer	10	544	571	600	630	662
Clerk Typist I	7	470	494	518	544	571
Clerk Typist II	8	494	518	544	571	600
Clerk Typist III	10	544	571	600	630	662
Community Relations Specialist Aide	15	695	730	767	805	845
Cook I	5	2.46	2.58	2.71	2.85	2.99
Cook II	7	2.71	2.85	2.99	3.14	3.29
Credential Technician	14	662	695	730	767	805
Custodial Supervisor	17	767	805	845	887	931
Custodian I	10	544	571	600	630	662
Custodian II	12	600	630	662	695	730
Director of Accounting and Budgeting	30	1445	1517	1593	1673	1756
Director of Food Services	27	1248	1310	1376	1445	1517

CLASSIFIED SALARY SCHEDULE

Classification	Range	1	2	3	4	5
Director of Maintenance and Operations	28	1310	1376	1445	1517	1593
Director of Purchasing	27	1248	1310	1376	1445	1517
Director of Transportation	26	1189	1248	1310	1376	1445
Electrical Supervisor	22	978	1027	1078	1132	1189
Electrician	16	730	767	805	845	887
**Electrician Foreman	19	845	887	931	978	1027
Equipment Serviceman I	10	544	571	600	630	662
Equipment Serviceman II	14	662	695	730	767	805
Food Services Supervisor	22	978	1027	1078	1132	1189
Gardening Supervisor	17	767	805	845	887	931
Glazier	15	695	730	767	805	845
Grounds Equipment Operator I	12	600	630	662	695	730
Grounds Equipment Operator II	13	630	662	695	730	767
Groundsman I	10	544	571	600	630	662
Groundsman II	12	600	630	662	695	730
Head Custodian I	13	630	662	695	730	767
Head Custodian II	14	662	695	730	767	805
Head Custodian III	15	695	730	767	805	845
Head Custodian IV	16	730	767	805	845	887
Heavy Equipment Mechanic	16	730	767	805	845	887
*Instructional Aide	(See Page 4)					
Insurance Coordinator	17	767	805	845	887	931
Internal Auditor	24	1078	1132	1189	1248	1310
Locker Room Attendant-Boy's Gym	9	518	544	571	600	630
**Locksmith I	15	695	730	767	805	845
Locksmith II	16	730	767	805	845	887
Maintenance Man I	10	544	571	600	630	662
Maintenance Man II	13	630	662	695	730	767
Maintenance Supervisor	25	1132	1189	1248	1310	1376
*Nurse's Aide	(See Page 4)					
Offset Press Operator	12	600	630	662	695	730
Operations Supervisor	23	1027	1078	1132	1189	1248
Painter I	15	695	730	767	805	845
Painter II	16	730	767	805	845	887
Painting Foreman	18	805	845	887	931	978
Painting Supervisor	21	931	978	1027	1078	1132

CLASSIFIED SALARY SCHEDULE

Classification	Range	1	2	3	4	5
PBX Operator-Receptionist I	9	518	544	571	600	630
PBX Operator-Receptionist II	10	544	571	600	630	662
Personnel Assistant	25	1132	1189	1248	1310	1376
Personnel Clerk I	10	544	571	600	630	662
Personnel Clerk II	12	600	630	662	695	730
Personnel Director-Classified	30	1445	1517	1593	1673	1756
Plant Protection Officer I	11	571	600	630	662	695
Plant Protection Officer II	13	630	662	695	730	767
Plumber	16	730	767	805	845	887
**Plumber Foreman	19	845	887	931	978	1027
Plumbing Supervisor	22	978	1027	1078	1132	1189
Plunge Custodian	12	600	630	662	695	730
Pool Attendant	9	518	544	571	600	630
*Principal Account Clerk	16	730	767	805	845	887
Print Shop Supervisor	16	730	767	805	845	887
Purchasing Clerk I	10	544	571	600	630	662
Purchasing Clerk II	13	630	662	695	730	767
Records Clerk	10	544	571	600	630	662
Records Management Supervisor	16	730	767	805	845	887
School Secretary I	10	544	571	600	630	662
School Secretary II	12	600	630	662	695	730
School Secretary III	14	662	695	730	767	805
Secretary	12	600	630	662	695	730
**Secretary to Superintendent	19	845	887	931	978	1027
Senior Heavy Equipment Mechanic	18	805	845	887	931	978
Senior Secretary	14	662	695	730	767	805
Sign Painter	15	695	730	767	805	845
Storekeeper	15	695	730	767	805	845
Stores Clerk I	11	571	600	630	662	695
Stores Clerk II	12	600	630	662	695	730
Teaching Aids Clerk	9	518	544	571	600	630
Transportation Foreman	18	805	845	887	931	978
Typewriter Repairman	15	695	730	767	805	845
Utility Driver	12	600	630	662	695	730
Warehouse Supervisor	19	845	887	931	978	1027
Welder	15	695	730	767	805	845

HOURLY CLASSIFICATIONS

Noon Duty Aide	2.85 (Single Step)

CLASSIFIED SALARY SCHEDULE

*EDUCATIONAL INCREMENTS
(Degrees obtained should be job-related as indicated in Job Specifications)

Classification	Range	Educational Requirements
Accounting Supervisor	19	Present Requirements
	21	AA or 60 units
	23	BA or 120 units
Buyer	15	Present Requirements
	17	AA or 60 units
	19	BA or 120 units
Cafeteria Manager III	14	Present Requirements
	16	AA or 60 units
	18	BA or 120 units
Cafeteria Manager IV	16	Present Requirements
	18	AA or 60 units
	20	BA Degree or 120 units
Instructional Aide/Nurse's Aide	2.58/hr	Less than High School Diploma
	2.85/hr	High School Diploma
	2.99/hr	30 units of college credit
	3.29/hr	AA Degree or 60 units
	4.01/hr	BA Degree or 120 units
Principal Account Clerk	16	Present Requirements
	18	AA or 60 units
	20	BA or 120 units

**Not to be included in Exempt Classes. All other classes in Range 19 and above are exempt from the provisions of Overtime Pay (Ref. Section 70.300.4 of the Rules and Regulations for Classified Personnel).

APPENDIX G.

COMPTON UNIFIED SCHOOL DISTRICT

PERSONNEL POLICIES

EMPLOYMENT PROCEDURE

Certification of eligibles is made each time a department wishes to fill a vacancy. The names of the top three persons on the Eligibility List are sent to the Department Head and he may appoint any one of the three thus certified. The names of the two remaining eligibles are returned to the Eligibility List for consideration of the next vacancy.

Bilingual ability, in Spanish may be required of a position, in which case certification for appointment may be limited to eligibles with ability to speak, read, or write Spanish.

A Medical Examination or Health Questionnaire will be required prior to appointment. Evidence of a satisfactory chest x-ray must be submitted to the Classified Personnel Office prior to the time of appointment.

A Loyalty Oath must be signed by appointees to any position in the Compton Unified School District prior to actual employment.

Fingerprints must be taken of all persons selected for employment and will be subject to State and Federal Records check.

Citizenship: If foreign born, evidence of citizenship, Declaration of Intent, or Alien Registration Card must be submitted prior to appointment.

A probationary period of six months must be satisfactorily served in the position to which appointed before permanent status is achieved.

APPENDIX H

PRACTICAL LIFE ACTIVITIES

Definition: Structured activities, reflecting the cultural tasks of the world toward which the child is being oriented, designed to ensure his success within the framework of his capabilities. These will be structured according to an analysis of the difficulties involved, materials needed, and the cycle of activity, as described below.

1. Analysis of difficulties: The teacher/parent will analyze activities according to each specific difficulty which may present itself to the child, so that he may be aware of these difficulties as he presents the exercise. Activities will be programmed from simple to more complex steps. Success at the simple level will give assurance and confidence to the child, thereby leading him on to the next step of complexity.

2. Material required: The full inventory of materials needed to perform the complete cycle of the activity will be made available from the outset so as to avoid needless interruptions during the process of the activity. Having all of the materials within sight would also "cue" the child as to what comes next. If the next item in the cycle is not present, he might forget what to do next.

3. Cycle of activity: The activity will have a beginning, middle, and end. Getting the materials out and putting them away in the proper manner and proper place are an integral part of the activity. The child will be aware of the order of progression involved in carrying out an activity to completion.

In the above definition, certain terms are used which should be more clearly explained as follows:

1. Cultural tasks: The child will face the reality of his specific culture, and will learn to perform within the framework of that culture in a successful way.

2. Ensure success: The activities will be programmed according to the child's ability; i.e., to correspond with his periods of sensitivity, and according to the sequence of difficulties inherent in the activities.

3. Framework of his capacities: Because these activities will correspond to the "sensitive periods" which are part of the child's nature, they will be fitted to his capacities.

As a result of these Practical Life Activities, the following qualities will become a part of the child's development:

Concentration: These activities will develop concentration in the child because they will allow him to move toward something which deeply interests him.. Concentration will be developed through directed, purposeful activity. The inherent interest or fascination which the child will manifest in these activities is rooted in his internal need for them. Where there is a need inherent in human nature, this need must be answered.

Repetition: The child who is exposed to these activities will return to them repeatedly, striving for perfection. Repetition must be developmental. The child must progress, must improve and move toward perfection, and must never be left to repeat an activity over and over in a mistaken way, thereby unconsciously implanting a bad habit.

Procedures: There is a correct way--not only one way--but some correct way to perform an activity. Variations are to be permitted as long as the goal of effective performance is reached.

Sense of Self: Practical life activities will develop in the child a sense of self, a knowledge of oneself and of what one is capable in one's relation to and mastery over the environment.

Foresight: The child will develop foresight by having to assemble the materials for an activity before he begins it. He must know what he plans to do and where he is going.

Self-Reliance: These exercises will develop in the child a sense of being autonomous in that he can help himself.

Independence: The child will develop competence; he will feel it inside, and will feel independent because his competence has in truth made him so.

Responsibility: In carrying out a complete cycle of activity, the child will learn to care for materials and the environment in a responsible way. He will also develop a responsiveness to his peers, by caring for the materials with which they, too, must work. If he does not return them to their proper place, for instance, this will hamper the work of others. This leads to true social awareness.

Social Awareness: The child's self-confidence and independence enable him to relate to others in a meaningful way. He can be responsible about things and responsive to the needs and rights of others because he knows how to be. He must know who he is and what he can do before he can come to know others in a deep way.

Muscular Control: These activities develop both the small and large muscles. They also provide indirect preparation for the skills needed in the educational activities such as writing.

Aims of the Practical Life Exercises are as follows:

1. To provide a motive of activity; i.e., to motivate the child to perform purposeful acts, to allow him to move in a meaningful way.
2. To develop control and coordination.
3. To develop independence (the ability to help himself).
4. To develop concentration, which is a prerequisite for learning.

The means of achieving these aims are as follows:

1. Analysis of movement
2. Careful presentation of the activity by the teacher/parent.
3. Free choice of the activity by the child. (The teacher may suggest, but may not force the child.)
4. Encouragement and demonstration by the teacher/parent, showing the child how he can improve and perfect his performance of the activity.

Control of error relates to the development of independence in the child. Materials are designed, and exercises are programmed, to provide automatic feedback which tells the child whether or not he has done the work correctly. This is done through three types of controls:

1. Perceptional control: Mistakes are perceived through the senses; e.g., spilled rice or water can be seen or felt, and dropped objects can be heard, thereby developing greater sense of awareness.
2. Mechanical control: The apparatus is designed to be self-correctional. Control is inherent in the material and will not "work" if an error is made, e.g., left-over cylinder.
3. Instructional control: The teacher/parent, in some cases, suggests corrections, but must be deft and very careful not to frustrate or confuse the child or to make him feel that he has failed.

EXAMPLE OF EXERCISES IN PRACTICAL LIFE

Carrying a Tray

Carrying a Chair

Carrying a Table

Folding (apron, cloth)

Dusting a Table

Sweeping

Washing Hands

Washing a Table

Washing Clothes

Washing Dishes

Cleaning & Cutting Vegetables and Fruits

Polishing Shoes

Washing a Car (& Waxing)

Arranging Flowers

Setting a Table

DRESSING FRAMES

Buttons

Snaps

Hooks & Eyes

Zipper

Bow-tie

Shoe Lace

SENSORIAL EXERCISES

These sensorial exercises develop perceptual abilities in all five senses, using precisely designed apparatus to develop discrimination in matching tones, taste, texture, grading of colors, forms, size, etc., as listed below:

Sense of Sight	Cylinders Pink Tower Broad stair (develops discrimination of dimensions) Long rods Color tablets (develops discrimination of colors)
Sense of Sight and Stereognostic Sense	Geometrical cabinet Geometrical solids (develop discrimination of form)
Tactile Sense	Rough and smooth boards Rough and smooth tablets Box of fabrics
Hard Sense	Baric Tablets
Stereognostic Sense	Discrimination of grains and other exercises which serve the same purpose, including Mystery Bag
Auditory Sense	Sound boxes Bells
Thermic Sense	Thermic bottles Thermic tablets
Gustatory Sense	Tasting jars
Olfactory Sense	Smelling bottles and boxes
Stereognostic sense (strong discrimination)	Constructive triangles Rectangular box Triangular box Small hexagonal box Large hexagonal box Knobless cylinders Cube of Binomial Cube of Trinomial

LANGUAGE ACTIVITIES

Bilingual bicultural oral language development will be facilitated through the development of a highly individualized, multi-media component, relevant to the enhancement of the parents' and child's self-images. Montessori programmed reading materials, based upon the formal outline shown below, will be developed which will reflect the bilingual bicultural uniqueness of the Compton community.

Enrichment of Vocabulary (2-1/2 to 5-year-olds through Kindergarten and Primary)

1. Names of objects of the environment
2. Names of sensorial apparatus
3. Use of "conversation" pictures
4. Terms of geography, biology, etc., and other scientific terms
5. Language - stimulating talk, encouraging children to add to sentences

Preparation for Writing

1. Sandpaper letters
2. Grouped sandpaper letters
3. Metal insets
4. Montessori designs for coloring
5. Moveable alphabet

Preparation for Reading

1. Moveable alphabet
2. Phonetic objects game, consisting of two boxes, one of which contains some phonetic objects, and the second containing namecards.

Reading of Words (Word-Study)

1. Objects and cards
2. First and second phonetic word baskets (second set contains doubled consonants)
3. "The 18 baskets" (phonograms)
4. Galsworthy booklets (around 100), including words with more than one difficulty
5. Small-sized moveable alphabet (2 colors)
6. Prepared command sentences
7. History of the language (derivations, etc., which are made up of three colors in the small moveable alphabet)
8. Puzzle envelope game, consisting of very irregular words on slips of paper

Grammar and Reading

1. The Farmyard (articles, nouns)
2. The grammar symbols
3. First noun and verb games
4. Singular and plural (set consists of two boxes and a book for reading and remembering)
5. Gender games (unmatched cards)
   a. Masculine and feminine
   b. Masculine and feminine, singular and plural
   c. Masculine and feminine, common
   d. Masculine and feminine, common and neuter
6. Introduction of adjective, conjunction, preposition, verb, and adverb
7. Numbers as adjectives
8. Logical agreement games, involving noun and adjective, verb and adverb
9. Detective adjective game
10. Collective noun game
11. Homophone book
12. Comparatives and superlatives
13. Pronouns and verbs
14. Prefixes, suffixes, and compound words (charts)
15. The Article and the Adjective grammar boxes
16. Study of the sentence (uses loose circles and arrows, and charts for the child's work with prepared sentences) as follows:
    a. Hunting the verb
    b. Hunting the subject
    c. Hunting the object

    These exercises involve sentences with one subject and one verb; one subject, one verb, and a complement; one subject, one verb, and a direct object; one subject, one verb, direct and indirect objects, and sentences with modifying clauses.
17. Introducing the comma
18. Geography, botany, etc., cards arranged as reading material
19. Language charts and lessons on the history of the alphabet, etc.

MATHEMATICS ACTIVITIES

The child will learn basic mathematics concepts by using concrete materials. The following will be included in the preschool curriculum:

Ages 4-5

1. Numbers to ten
   a. Number rods
   b. Sandpaper numbers
   c. Rods and numbers
   d. Spindle boxes
   e. Cards and counters
2. Decimal system, Introduction
   a. Quantity only
   b. Symbol only
   c. Quantity and symbol

Ages 4-1/2 to 5-1/2

1. Numbers to ten
   a. Memory game with zero
   b. Further work with number rods
2. Decimal system
   a. Bead layout (1 to 1000)
      (1) Beads - quantity only
      (2) Cards - symbol only
      (3) Beads and cards - quantity and symbol
   b. Formation of numbers (1 to 1000)
3. Teens and Tens
   a. Short bead stair
   b. Teen board - quantity
   c. Teen board - symbol
   d. Teen board - quantity and symbols
   e. Teen board - quantity
   f. Teen board - quantity and symbol
4. Addition

   Number rods (simple addition)

Additional progressive articulation will be as follows:

Ages 5 to 5-1/2:

1. Decimal system: Bank Games
   a. Addition - static
   b. Change game
   c. Addition - dynamic
   d. Subtraction - static
   e. Subtraction - dynamic
2. Teens and tens
   a. Linear counting
      (1) Hundred and thousand chains
      (2) Hundred board
   b. Skip counting
      (1) Short chains
      (2) Long chains
3. Addition

   Snake game: combinations of ten
4. Subtraction

   Number rods: simple subtraction
5. Multiplication: bank games
   a. Static
   b. Dynamic

Ages 5-1/2 to 6:

1. Decimal System: stamp games
   a. Addition - static
   b. Addition - dynamic
   c. Subtraction - static
   d. Subtraction - dynamic
2. Addition: strip board

   Confrontation charts
3. Subtraction

   Negative snake game
4. Multiplication: stamp game
   a. Static
   b. Dynamic

Ages 6 to 7:

1. Teens and tens

   Writing numbers: 1 - 100; 1 - 1000

2. Addition

   Addition working charts: 1 to 4

3. Subtraction

   Subtraction strip board and Charts

4. Multiplication

   Bead bar layout

   a. Charts 1 and 2
   b. Multiplication board with chips

5. Division and fractions

   a. Bank game

      (1) Static
      (2) Dynamic
      (3) Long division with bows

   b. Stamp game

      (1) Static
      (2) Dynamic

APPENDIX I

INNOVATIVE INCENTIVE PLAN

APPENDIX I

"TO BE COURAGEOUS REQUIRES NO EXCEPTIONAL QUALIFICATIONS, NO MAGIC FORMULA, NO SPECIAL COMBINATION FOR TIME, PLACE, AND CIRCUMSTANCE.

IT IS AN OPPORTUNITY THAT SOONER OR LATER IS PRESENTED TO US ALL."

John F. Kennedy

"NOTHING CAN WITHSTAND THE FORCE OF AN IDEA WHOSE TIME HAS COME."

Cesar Chavez

Miss Eleanor Franquez
Innovative Incentive Program
Compton Unified School District
1972
In cooperation with the
ESEA Title VII Bilingual
Education Program
Project Manager - Dr. Frank M. Goodman

THOMAS JEFFERSON - MOCTEZUMA PLAN
(Formerly Montessori Plan)

INNOVATIVE INCENTIVE PROGRAM

The purpose of this program is to meet the educational needs of children who come from a multilingual community in which Spanish, with an alternative dialect of English, is the dominant language. Mothers of those children will receive home instruction in language development through the Montessori method of teaching. A trained professional kindergarten teacher and bilingual instructional aide, with an alternate dialect-speaking aide, will work with groups of mothers in their homes to give them instructions in the auto-education approach to learning. Additional aides will be used on a one-to-one basis with parents to help them teach their children to communicate better, to keep their children healthy, and to prepare them, through a presentation of didactic material made up of graded stimuli, to progress successfully in the public school in Grades K and One. Parents will be grouped in fives at one home for initial implementation, and later in individual parent homes with small groups of children present for parents to teach under the guidance of a professional teacher and home aide.

Approximately fifteen parents will participate. The community resources, public school and Mexican-American Cultural Center will provide a focus through human resources for developing didactic materials which can be channeled and programmed. These resources will establish appropriate early identification through a diagnostic and prescriptive teaching system; they will provide professionals, paraprofessionals, and neighborhood residents with inservice opportunities in the full spectrum of human behavior and behavior management; they will provide an opportunity for students from local colleges to participate in the life of a living laboratory; they will provide for a community curriculum and media development; they will provide for research opportunities in modern teaching techniques; and will provide a model for the Compton Unified School District.

Other objectives will be active parent involvement ("parent as a teacher") and will concern the improvement of racial and ethnic relations. These objectives will be effected by improving (1) the self-concepts of the parents through specialized training, (2) the self-concepts of students being taught by their own parents in their own homes, (3) the achievement of students in low socio-economic minority groups, (4) the attitude of these students and their parents toward the school.

Immediate Moctezuma Program Objectives

1. Improve the parent's ability to cope with situations in his environment and develop his feelings of worth and acceptance through a one-to-one relationship with the teacher and aide, and through the use of parents teaching their siblings by the use of programmed graded lessons.

2. Develop the parent's ability to organize and classify his experience through specialized training.

3. Perceive selectively the learning task at hand while engaging attentively in Moctezuma programmed activities.

Performance Objectives for the Target Group

At the end of the first semester each parent will be able to:

1. Perceive himself as a person with dignity and worth by teaching his children through parent-developed techniques and experiences.

2. Show improvement in his native language and speech patterns by tape recordings made at the beginning and end of the program.

3. Cooperate and work more effectively with the public school teacher as recorded periodically on program-developed check-off lists.

Objectives for the Administration of This Moctezuma Parent Training Program

1. Select and establish a parent training program in early childhood education committed to the philosophy of total parent-child involvement in the learning process.

2. Encourage parents to demonstrate their interest in the child's education by taking the Compton College inservice training program.

3. Periodic school visits will be made by the Moctezuma Program-trained parents to see the progress of their children in the learning activities of the public school.

APPENDIX J

UNITS OF PERFORMANCE MEASUREMENT

Assumptions of Overall Performance Style

A. 1, 1. Performance = Exertion of minimum effort to get work done; little exertion for achieving performance objective.

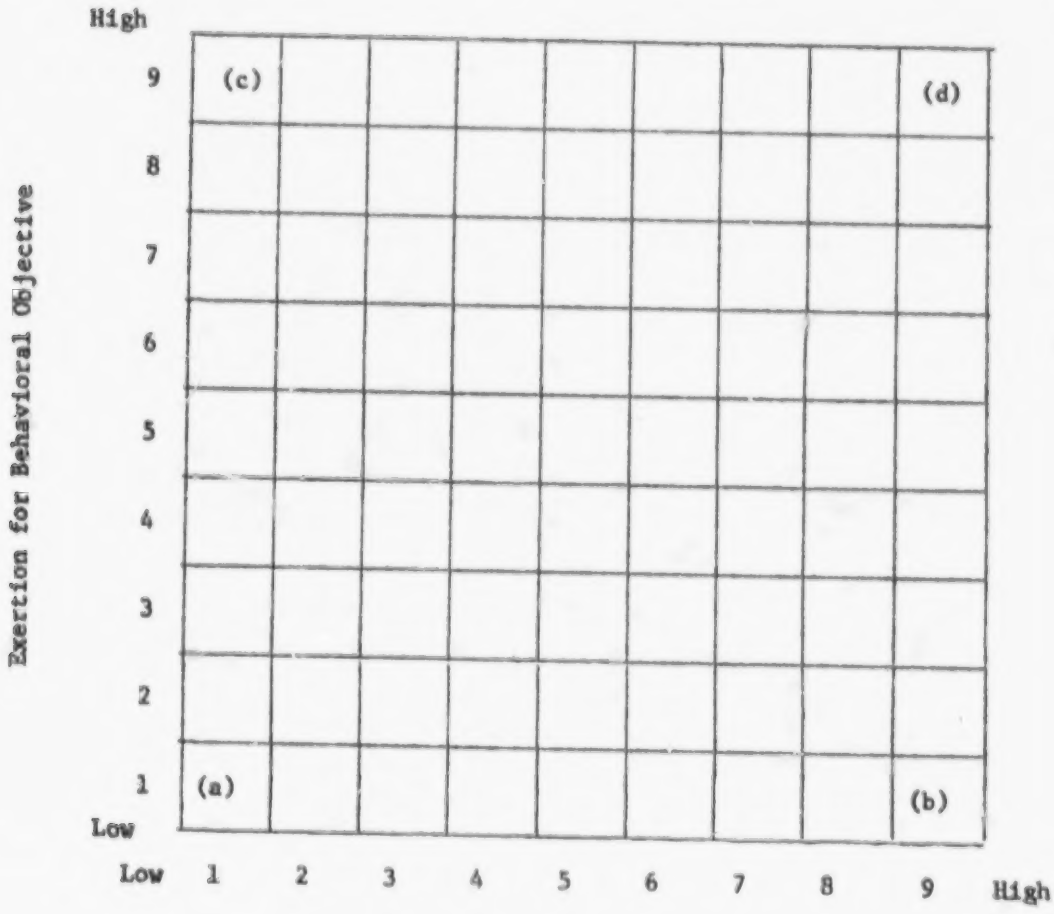
B. 9, 1. Performance = Individual behavioral efficiency obtained by working conditions that are performance-structured for minimum interference to complete specific objective.

C. 1, 9. Performance = Thorough individual attention to achieve specific behavioral objective, which leads to a successful behavioral performance.

D. 9, 9. Exertion and Achievement Performance = Successfully demonstrated commitment and achievement to the behavioral objective as an individual plan for self-development.

APPENDIX J
(continued)

THE BEHAVIORAL PERFORMANCE GRID - UNITS OF PERFORMANCE MEASUREMENT



APPENDIX K

COMPTON UNIFIED SCHOOL DISTRICT
EARLY CHILDHOOD EDUCATION
STATE CHILDREN'S CENTERS

I. History

In January of 1943 the California Legislature enacted a bill authorizing the establishment of a state-wide Child Care Centers program under the administration of the State Department of Education and local school districts.

In 1965 the Legislature officially changed the legislative intent from the "provision of care and supervision" to "provision of supervision and instruction." The name of the program was also changed from "Child Care Centers" to "Children's Centers", since it was recognized that the term "care" was too narrow a designation for a program as rich in educational experience as that provided by the centers.

The eight State Children's Centers of the Compton Unified School District now serve 353 pre-school-age children and 204 children in Extended Day Care.

II. Philosophy

The philosophy of the Children's Centers program is based upon the belief that each child deserves an opportunity for total and full development according to his unique ability.

III. Objectives of the Curriculum

A. To promote and protect the child's physical health.

B. To promote emotional stability.

C. To provide each child with experiences that promote a good self-image.

D. To create an environment in which each child may participate as an individual within the group.

E. To provide social experiences which will stimulate a sense of personal responsibility and an awareness of the rights of others.

F. To encourage the development of language and conceptual skills.

G. To help the child develop habits which lead to effective learning.

H. To offer a variety of experiences that will satisfy and stimulate the child's curiosity about the world around him.

I. To help parents achieve increased understanding of children and of their parental role.

State Children's Centers

IV. Hours of Maintenance

A. Operates 12 months per year.

B. Open 6:30 A.M. to 6:00 P.M.

V. Educational Services

A. Educational Activities

1. Language Arts
2. Mathematics
3. Science
4. Art
5. Listening Skills
6. Creative Arts
7. Practical Life Experiences

B. Weekly Activities

1. Practical Life Experiences
2. Free Choice
3. Science
4. Excursions to Park
5. Listening Walk
6. Outdoor Play

C. Inservice Training

Inservice Training is planned and implemented by the teachers, head teachers, coordinators, and Assistant Director, Federal/State Projects, Early Childhood Education. Areas covered this school year to date:

1. Listening
2. Social Learning
3. Self-Image
4. Study Tours

Title IV-A Child Care, Follow Through/CHILD inservice meetings, and Head Start inservice meetings are available to coordinators and Assistant Director of Federal/State Projects, Early Childhood Education.

State Children's Centers

D. Staff

The staff of the State Children's Centers consists of two coordinators, eight head teachers, 30 classified, and 52 certificated personnel.

1. Certificated: Teachers must meet requirements for certification by State Department of Education. For professional advancement periodic refresher courses or workshops are offered to teachers to keep up with current trends and research and curriculum developments through college.

2. Classified: Cooks and housekeepers must meet examination requirements and have a natural concern for and interest in children.

VI. Social Services

There are no social services available for the children of State Children's Centers.

VII. Health Services

Health Services are provided by school nurses to all boys and girls who attend our Extended Day Program as a routine part of the total educational program. Health Services are provided all preschool-age boys and girls of Children's Centers by request.

VIII. Nutrition

The Head Teacher and Cook plan school menus to provide well-balanced meals and mid-morning nutrition. Regular dinner is served at noon, family-style. Afternoon nutrition is also served, all of which is included in the weekly fee paid by the parents. Parents desiring hot breakfast for their child or children pay a fee.

IX. Psychological Services

Psychological Services are available through the school by request.

X. Medical Services

There are no medical services available to the children of State Children's Centers.

XI. Speech Services

Speech Services are available to the school by request.

State Children's Centers

XII. Evaluation

Continuous and frequent evaluations are made of program, equipment, and staff.

XIII. Parent Involvement

A. Main purpose of the group is to help and support program as follows:

1. Have fund-raising drives, dinners, candy sales, etc.
2. Help with the cost of planning and supervising study tours.
3. Help with booth at carnival and other school functions.
4. Hold monthly meetings to discuss plans and program and confer with staff.
5. Help finance, serve, and donate to parties for children.
6. Assist with increasing enrollment when necessary.
7. Recommend speakers for parent groups when needed.

B. Each site has a parent group that meets monthly at its center.

C. A District Parent Advisory Committee, composed of one representative from each site parent group, staff members, etc. has been organized.

APPENDIX L

COMPTON UNIFIED SCHOOL DISTRICT
EARLY CHILDHOOD EDUCATION

PROJECT HEAD START

I. History

The Head Start Program commenced in the summer of 1965 as an outgrowth of concern for the disadvantaged child under the sponsorship of Mrs. Lady Bird Johnson. From early beginnings as a pilot or experimental program, Head Start has continued in operation ever since. Today, under unification, the Compton Unified School District operates as a delegate agency of the Compton-Willowbrook-Enterprise Community Action Agency (CWECAA) and maintains 24 classes located in 17 schools. Approximately 360 children are enrolled in the delegate agency.

II. Philosophy

The philosophy of Head Start is to provide early development and experiences in the areas of language, social, emotional, and physical growth to "deprived" or "disadvantaged" children so that they might enter kindergarten at least on the same level as "non-disadvantaged" children.

III. Hours of Maintenance

Head Start operates on an 11-month schedule coinciding with the regular schools from September to the middle of June and extending through the month of July.

Children attend classes from 9:00 A.M. to 12:30 P.M. daily. Staff hours are the same as school district personnel: 8:30 A.M. to 3:30 P.M. daily.

All holidays observed by the school district are observed by Head Start.

IV. Educational Services

A sound curriculum based on the needs of preschool children on an individual basis is provided so far as possible. Since Head Start guidelines require a one-to-five ratio of adults per child, more individual attention can be provided than is possible in the regular school setting.

Many and varied experiences are provided which allow children to explore, inquire, and experiment.

Field trips are scheduled at the rate of one trip per class per month. Such trips include the zoo, beach, museums, Marineland, Lion Country Safari, as well as local excursions to libraries, fire stations, supermarkets, and other educational activities and facilities in the community.

Head Start children are tested at the beginning and near the ending of the program for evaluation purposes. In addition, on-going evaluations by the teaching staff assist in providing greater service where needed to individual children.

V. Social Services

The Social Services Department consists of one Supervising Social Worker, one Social Worker, two Social Worker Aides, and shares one Clerk with Health Services.

During the year 1971-72, this department has worked not only with Head Start children and their families, but also with needy families in the community. Services provided include supplying clothing, food, housing, employment, assisting with mental health, speech therapy, and social adjustment throughout the year.

VI. Health Services

The Health Services Department consists of one Supervising Nurse, one Nurse, two Nurse Aides, and it shares one Clerk with Social Services.

During 1971-72 the Health Services Department has assisted in providing each child with a complete physical examination and assisted parents in obtaining immunizations and other medical care where needed. No dental services have been provided to date due to controversy with CWECAA as to funding for these services.

VII. Nutrition Services

All Head Start children are provided with a Type A lunch each day, plus a morning nutrition snack which generally consists of some type of fruit or vegetable juice. The cafeteria department is reimbursed from Head Start funds at the rate of 50¢ per child per day.

VIII. Psychological Services

These services are provided by the CWECAA on a contract basis. Psychologists visit classes upon request, and mental health meetings for parents are conducted in groups of five sites for a series of four meetings each.

Whenever additional or special services are needed, referrals are submitted by the Social Services Department of the assigned psychologist.

Project Head Start

IX. Speech Services

Speech Services are contracted for with California State College at Long Beach by the CWECAA. Children identified for therapy are transported to Bethune Medical Clinic at least twice each week.

X. Parent Involvement

The Compton Schools' Head Start Program employs a Parent Involvement Specialist who works closely with the Parent Policy Committee and the CWECAA Parent Involvement Coordinator. During 1971-72, several parent trips were scheduled, including TV and radio studios, Superior Court buildings, and other points of interest.

Instructional workshops for parents have been helpful in informing parents about Head Start.

The Parent Policy Committee has been quite active and has assisted staff with providing a sound educational program as well as engaging in fund-raising projects to help needy families.

APPENDIX M

COMPTON UNIFIED SCHOOL DISTRICT

FOLLOW THROUGH AND PROJECT CHILD

Project Administrator: Mrs. Wylene Y. Jones

I. Objectives

The Follow Through/Project CHILD Program is a program for "graduates" of a Children's Center, Child Care, Head Start, or other quality preschool programs. It is designed to build on the preschool experience through the providion of continued services and family involvement activities. The program is intended to include the early school years. The Compton program began with selected Kindergarten and First Grades in September 1970, was extended to the selected Second Grades in September 1971, and will include the Third Grades in the new school year, 1972-73.

II. Procedures

In its initial program phase, Follow Through is essentially a research and development effort. Heavy emphasis is being placed on a detailed examination of the effectiveness of alternative approaches in working with young children from low-income families.

Each Follow Through program is associated with a program sponsor, typically a university, regional educational laboratory, or other agencies which have developed new approaches or early childhood models. Such a model was selected for the Compton program after sufficient exploration had been made of all models available.

The Center for Inner City Studies, Northeastern University, Chicago, Illinois, was selected for the Compton program. This model emphasizes a cultural linguistic approach. This appropriate selection was made after the needs of our group to be served were sufficiently known.

The program sponsor has made three visitations to Compton; a full week in the the month of October, again in December, and the third visit in February and March. Seven consultants, including curriculum specialists, parent involvement coordinators, and a director, conducted intensive training sessions, workshops, and inservice sessions. The sponsor, Dr. Nancy, accompanied the group in February.

Follow Through/Project CHILD

III. Service Area

Six Title I, ESEA, schools in the Compton Unified School District are serving 125 children at Kindergarten, 125 at the first grade, and 125 at the second grade level. The schools selected are Anderson, Jefferson, Lincoln (North), Rosecrans, and Washington Elementary Schools. Funds for these schools are provided by the Department of Health, Education and Welfare, EOA.

The Model Neighborhood Program, HUD, provides funds for the Project CHILD program, which is a Follow Through-designated project. King Elementary was selected for this project. Enrollment at King School includes one Kindergarten with 25 children, two First Grades with 50 children, and two Second Grades with 50 children.

School Year 1972-73's expansion will include Third Grade classes at each of the six elementary schools, and an addition of one Kindergarden, with 25 children each class:

Five EOA Schools - Grades K, 1, 2, 3

King School, Project CHILD - 2 Kindergartens, 2 First Grades, 2 Second Grades, 2 Third Grades.

IV. Time Schedule

July 1, 1970: Key staff began work. The children's program began in September 1970. As envisioned, successive grades were added up to Grade 3.

V. Total Funds

EOA Follow Through	$3351,000	100%
HUD, Model Neighborhood	115,535	100%
ESEA Title I	64,716	15% of EOA
Non-Federal Contribution	157,531	20% of EOA
Maintenance of Effort	444,843	20% of EOA

VI. Evaluation

Objective educational and developmental measures indicate the success of the Follow Through/Project CHILD program in improving the achievements of disadvantaged children in the Compton area.

APPENDIX N

COMPTON UNIFIED SCHOOL DISTRICT

COMPTON BILINGUAL-BICULTURAL PLAN

1970-71

Prepared by:

Frank Goodman, Project Manager
Donald Hodes, Director of Research and Evaluation

The Compton Bilingual Plan is designed to develop the language processes in both Spanish and English, improve the cognitive functioning and the development of a positive self-concept for children in Kindergarten through Grade 2. A major effect of the bilingual approach upon the Chicano student has been the establishment of more meaningful parent-teacher-school relationships and the development of a special college course designed to prepare the paraprofessional worker and also community volunteers to serve in bilingual-bicultural classrooms throughout the Compton community.

The overall program procedure included six bilingual instructional aides working under the direction of a bilingual project teacher to help the Chicano student in critical linguistic areas and to actively involve their parents by having them assist in the program and seek volunteer support from the community. One bilingual-bicultural community aide worked within the Chicano community to link the home and the school. Chicano and Black students shared cultural events and activities together to better develop a deeper understanding of underlying human values needed for individual identity within a multi-cultural society. Along with the study of Chicano and Black cultures, students developed a more positive self-concept as well as an esteem for one's heritage. A series of planned inservice training experiences for bilingual teachers, aides, and parents was regularly scheduled in the community. The training program for adults was sequentially organized to assist in the development and implementation of the program.

The procedures for the three experimental classes--Kindergarten, First and Second Grades--were as follows:

1. The three bilingual teachers' instructional program was presented to the students in the Spanish language so that basic concepts would be more readily understood; instruction in English was also carried on throughout the school day.
2. The three bilingual teachers made home visits and held parent conferences in Spanish.

Compton Bilingual-Bicultural Plan

3. The three bilingual teachers attended all Parent Advisory Council meetings, P.T.A. meetings, and called community-oriented meetings.
4. The three bilingual teachers and aides attended district and local school inservice training sessions.

The community took an active role in guiding the progress of the experimental classes and also in the evaluation of materials to be used in the project. The Chicano community gave over three hundred hours of volunteer service; their services greatly improved the school-community relationship. As a result of their involvement, the school-community has initiated various neighborhood improvement projects.

The evaluation design involved students in a matched control group. The students in the experimental bilingual classes were randomly selected and pre- and post-tested in the cognitive and affective areas. The students in the match control group were also randomly selected and given the same pre- and post-tests in the cognitive and affective areas but without the bilingual treatment.

The objective data as well as interviews held with children and parents were more than sufficient to warrant the continuation and expansion of this program. In addition, there were the important changes that occured in the non-measured area of attitudes. Self-pride and the feeling of accomplishment became an integral factor in proving to students and the local community that constructive change can become a reality.

The Compton Bilingual Plan is based upon sound educational theory. The children are taught in the "language of the home" and therefore can express what they have learned there. Furthermore, the parents are now in a better position to understand what is going on at school, and to provide important support for the education of their children. Plans are now underway to expand the program at the experimental school as well as to adopt the basic bilingual plan at two other schools within the district.

The innovative incentive program, funded in January 1972 under a special Compton Unified School grant, applied the bilingual-bicultural teaching methodology to kindergarten and preschool-age children. The success of this "Moctezuma Plan", using the Montessori programmed individualized instruction techniques, has been the focal point for a revitalization of professional inquiry into early childhood education. Plans are now underway to expand and develop a bilingual-bicultural preschool program if funding is available.

APPENDIX O

EVALUATION REPORT

Innovative Incentive Program

Montessori at Jefferson

Compton Unified School District

Grant

Miss Eleanor Franquez - Kindergarten Teacher

Mr. George Lash - Principal

Thomas Jefferson School
Compton, California

June 8, 1972

The research reported was performed pursuant to a grant from the

Compton Unified School District

Eleanor Franquez
Teacher

Leonard C. Erickson
Area III Administrator

George Lash
Principal

Alonzo A. Crim
Superintendent

INNOVATIVE INCENTIVE PROGRAM
MONTESSORI AT JEFFERSON

EVALUATION REPORT

Program Description

The purpose of this program was to meet the educational needs of children who come from a multilingual community in which Spanish and an alternate dialect of English is the dominant language. A few mothers and some fathers of these kindergarten children received home instruction in language development through the Montessori method of teaching. A trained professional kindergarten teacher and bilingual instructional aide worked with the groups of mothers in their homes to give them instruction in the Montessori approach to learning.

The community resources, public school, and Mexican-American Cultural Center provided a focus through which human resources for developing Montessori materials were channeled and programmed. These resources established appropriate early identification, diagnostic anecdotal records, and the Montessori teaching system. Professionals, paraprofessionals, and neighborhood residents were provided with inservice opportunities in the full spectrum of human behavior and behavioral management. An opportunity was also provided for parent/students of the Montessori school of learning to participate in the life of a living laboratory. A Montessori curriculum and media development were initiated; research opportunities in Montessori techniques were provided; and the Compton Unified School District was given an active model.

Other objectives were active parent involvement ("parent as a teacher"),and concern for the improvement of racial and ethnic relations. These objectives were effected by improving the self-concepts of the parents through Montessori training and by strengthening the self-concepts of the students who observed their fathers working at school.

Immediate Montessori Program Objectives Reached

1. Improvement of the parent's ability to cope with situations in his environment and the development of his feelings of worth and acceptance through a one-to-one relationship with the teacher and aide, through the use of parents teaching their children through programmed Montessori lessons.

2. Development of some of the parents' abilities to organize and classify their experiences through Montessori training and to be aware of their own children's needs.

3. Selective perception of the learning task at hand while engaging attentively in Montessori activities.

Reading and Motor Activities

The Innovative Incentive Program curricular experimental design included the impressions of letters and sounds as introductory to reading and motor education. This was developed through the child's care of his body and person, gymnastics, rhythmic exercises, and manual work. The kindergarten teacher, Miss Eleanor Franquez, and her bilingual instructional aide worked with the children in the classroom and also instructed their parents in their own homes using the following reading and motor techniques:

1. Groups of letters and words of different sizes and colors.
2. Sandpaper letters.
3. Consonant and vowel groups in sandpaper on a white background.

This design was planned to sequence these experiences in a learning order and to encourage self-discovery and self-correction. A practical development of this pilot concept revealed a simplified programming, and the learning by discovery through behavioral tasks, providing a unique tailor-made curriculum for the Compton Unified School District.

Additional Curricular Development

1. Acquisition of materials and tools, including lumber, for parent-made furniture for school and home use.
2. Lending of materials on a rotational basis to continue skill development which has been started at school and will be continued at home.
3. Circulation of books, filmstrips, and records for parent and child education as well as recreational experiences.
4. Participation of parents in the development of a child-centered curriculum.
5. Making of aprons by the parents for the entire class.
6. Provision of nutrition occasionally by the parents for the class.

Innovative Incentive Program Evaluation

Methodology

The thrust was toward the development of a home/school education module fulfilling the parent involvement objective. The module was a mini-educational center in the home which would contain various educational components relating to the development of eye-hand coordination, visual discrimination, auditory discrimination, sensorial tactile development, and stereognostic discrimination.

Neurological discrimination was also reinforced through oral developmental exercises. Focus was placed upon the audio-linguistic method of teaching through a Montessori program of learning experiences. This became a prerequisite for early childhood bilingual development. Cognitive learning acquisition included emphasis upon correct sound discrimination in both English and Spanish, leading to a hierarchy of linguistic symbolic letter-sound associations. This added the accountability component as a measurement to the acquisition of basic skills based upon programmed learning.

Outcome to Date

There is an increased awareness among teachers, supervisors (both local and state levels), and the principal of the Thomas Jefferson School of the need for continuing this innovative incentive program. The present program, while not perfect, has netted the following favorable results:

1. Family circles using home/school-developed materials to provide a unique family educational experience.
2. Fathers of kindergarten children making furniture for school and home use. Comments by the fathers indicated their pleasure and surprise in their new-found carpentry skills, and the unrealized potential revealed by their ability to provide much-needed educational equipment.
3. An increased self-concept for each child as he saw his own parent participate in the teacher role. Each child grew more in the admiration of his parents and, in particular, his father.
4. Valuable inservice staff training for non-innovative incentive program teachers at the school site.
5. A model program can be duplicated throughout the district and state.
6. Acquisition of instructional materials for use in training aides to work with parents in homes with children or on the school site.
7. Establishment of contact and dialogue with Early Childhood Development.

Future plans call for a state-funded program to meet the educational needs of the Compton community. Dr. Wilson Riles' thinking reflects the Compton Unified School District's Innovative Incentive Program.

Other evaluation outcomes included the following:

1. Procedures used for Montessori instruction and learning were vital, challenging, and active.
2. Pupil participation as observed by professional personnel showed child self-motivation, self-discipline, and self-direction in an atmosphere of spontaneity and joy.
3. The exhibiting of positive attitudes indicated social improvement.
4. Inventory checks and performance, particularly in the affective domain, showed marked improvement in skill development.

Perhaps the most rewarding dividen that the district received for the grant was the humanizing effect achieved through individualized instruction. Staff members became more aware as they learned to better understand kindergarten children and their instructional needs.

The sting of frustration felt when time constraints, delays in materials, and the detailed accountability--so necessary for new innovations--caused rescheduling of planned events. These rescheduled events continued to emphasize both teaching and learning as planned events for each child. An informed evaluation committee of teachers, parents, lay members, and the principal of the school rated this Innovative Incentive Program as generally good, and recommended that it be maintained and improved as to methods of selection and assessment of classroom achievement.

Conclusion

The process of resoving and eliminating the current delinquency trend in education must be generated from a community base where resolution of social and psychological problems can be accommodated in the most natural and meaningful environmental setting. The educational extension program proposes to effectively operate in cooperation with all necessary segments of the school and community in meeting the critical needs and providing young people with a legitimate alternative opportunity for learning.